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Service Paper
1949

Improving the quality of the
oral report.



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Service Paper

IMPROVING THE QUALITY OF THE ORAL REPORT

Submitted by

Elizabeth Brown

(A. B. , Radcliffe College, 1929)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1949

Gift to Elizabeth Brown
School of Education
Jul. 21, 1947
31203

First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen Blair Sullivan, Professor of Education

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1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the results of the work during the year.

2. The second part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

3. The third part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

4. The fourth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

5. The fifth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

6. The sixth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

7. The seventh part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

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10. The tenth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

CHAPTER I

SUMMARY OF RESEARCH

Statement of the problem. It was the purpose of this study to show how the quality of the oral report could be improved, with particular reference to its use in the social studies at the junior high school level; to establish what generally have been considered to be the basic skills in preparing and giving an oral report; and to suggest some techniques and devices for developing and improving these skills.

Importance of the study. The social studies deal with human relationships, and are designed to promote the pupil's understanding of society.¹ The emphasis of social studies is on learning "how to communicate with others, how to cooperate with others, and how to learn from others."² The classroom teacher has a clear realization of the need to produce leaders who will be willing and able to assume responsibility for solving the difficult problems of civic life, and citizens who will be aware of and interested in maintaining their democratic way of life. Thus the practice of discussion and group work has become of increasing importance in the social

1 Edgar B. Wesley, Teaching The Social Studies (Boston: D. C. Heath and Company, Second Edition, 1942). p. 231.

2 Ibid. , p. 232.

studies class. This type of work usually centers around, or ends in, the oral report, and it is only too painfully evident that if this technique is to serve its avowed purposes that there is need for improvement in both preparation and presentation.

The teacher who desires information for making such improvement finds it under many headings, and scattered throughout many books and periodicals. It seemed helpful, therefore, to gather in one paper the most pertinent and valuable material which could be found dealing with the oral report, with the hope it would be of benefit in the social studies class, and of practical assistance to the teacher.

Definitions of terms used. The report as used in this paper means a connected discussion of a topic, more or less extended in character, which includes data from several references and which implies an original organization of material.³

Since speech is the actual tool of oral expression, the basic skill of speaking will be briefly discussed in this study, but it is not the purpose here to go into detail in the field of speech. It is true that real defects in articulation and phonation must be remedied before oral work can be successful; however such remedial work obviously requires the services of a highly trained expert, and is not

³ Gerald A. Yoakam and Robert G. Simpson, Modern Methods and Techniques of Teaching (New York: Macmillan Company, 1948), p. 386.

the first of these is the fact that the
country is a very large one, and the
population is very large, and the
the following are the results of the
survey.

The first of these is the fact that the
country is a very large one, and the
population is very large, and the
the following are the results of the
survey.

The second of these is the fact that the
country is a very large one, and the
population is very large, and the
the following are the results of the
survey.

The third of these is the fact that the
country is a very large one, and the
population is very large, and the
the following are the results of the
survey.

The fourth of these is the fact that the
country is a very large one, and the
population is very large, and the
the following are the results of the
survey.

within the province of the regular classroom teacher. It is chiefly, then, with speech used as the medium of delivery of a report before the class that this study deals.

The term "social studies" has various interpretations. In this paper it will be considered to mean the "social sciences simplified for pedagogical purposes,"⁴ and to include history, geography, economics, sociology, civics and various combinations of these subjects.

The skills which will be discussed in detail are the basic skills connected with gathering the material for, and preparing and giving the oral report; and those related skills dealing with forms of presentation and the use of visual and auditory aids which can be developed to make the oral report of greater value as a medium of instruction.

In the first chapter the attempt will be made to determine, from a review of the literature available, what these skills are, and by what methods they can be improved. The second chapter will include more detailed techniques and devices by which such improvement may be achieved.

On the subject of improving the quality of oral reports the writer has been unable to find any experimental research. While studies have been made on skills connected with preparing the oral report, and one study was discovered on method of presentation, there have been developed no standard tests for measuring improvement in the factors involved in

4 Wesley, Op. cit., p. 6.

the actual presentation of the report, and consequently this has proved a hindrance to experimental studies on this phase of the subject.

Some research in related fields has been made which presents findings and conclusions important to the question of the oral report in general, and many excellent articles have been written which contain valuable suggestions on some phase of the oral report in particular.

Many writings have indicated a growing importance and use of the oral report today. Meulendyke,⁵ analyzing the place of oral reports in modern secondary school English textbooks, discovered more emphasis is being placed on the oral report recently, for in the period 1936-1942 there is an increase of 5.7 per cent in the amount of oral report material over the 1920-1935 period, and in the more recent publications of English textbooks there is 2.8 per cent greater amount of oral than written report material, reversing the earlier advantage of 5.2 per cent written material over oral. Of interest also is her discovery that in English textbooks designed for use in the junior high school there is more emphasis upon the oral form of report, while in textbooks designed for use in the senior high school there is greater emphasis on the written than on the oral report.

5 Ruth M. Meulendyke, The Place of Oral Reports in Modern Secondary School English Textbooks. Master's Thesis, Boston University, 1943, p. 109.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES

CHICAGO, ILL.

TO THE EDITOR OF THE JOURNAL OF CHEMICAL PHYSICS
I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the manuscript has been forwarded to the proper authorities for consideration.

Very respectfully,
J. H. VAN VLECK

PROFESSOR OF PHYSICS, UNIVERSITY OF CHICAGO

Enclosed for the Editor of the Journal of Chemical Physics are two copies of a paper entitled "The Theory of the Raman Effect in Gases" by J. H. Van Vleck and J. W. Smith. The paper is being submitted for publication in the next issue of the Journal. I am sure that the paper will be of interest to the readers of the Journal. I am also enclosing a copy of a letter from J. W. Smith to the Editor of the Journal, dated the 10th inst., in which he expresses his appreciation of the Editor's interest in the work of the University of Chicago.

Sincerely,
J. H. VAN VLECK

PROFESSOR OF PHYSICS, UNIVERSITY OF CHICAGO
CHICAGO, ILL.

This trend of increased importance of the oral report has been shown in the social studies field by Billett,⁶ who analyzed the findings of the National Survey of Secondary Education and found that in a selected group of three hundred and sixty-two above average secondary schools, floor talks and oral reports were listed first and second in frequency of use as methods employed for the period of class discussion, and four other methods listed implied oral reports as the medium of delivery.⁷

Yoakam and Simpson⁸ have written,

Reporting is not a new school activity but in recent years it has become increasingly common, and in many places it has replaced the older recitation in which the child merely repeated what he had learned from the textbook.

With the growing prominence of the unit method of teaching in the social studies, the progressive teacher has recognized a new emphasis on the oral report. "The unit has become the most popular form of organization in the social studies," writes Wesley,⁹ a fact which is substantially borne out in the findings of the National Survey of Secondary Education as analyzed by Billett.¹⁰ In describing the

6 Roy O. Billett, Provisions for Individual Differences, Marking and Promotion. Bulletin, 1932 No. 17. National Survey of Secondary Education, Monograph No. 13, Part Two, Washington, D. C., Government Printing Office, 1933.

7 Ibid., p. 345.

8 Yoakam and Simpson, op. cit., p. 386.

9 Wesley, op. cit., p. 468.

10 Billett, op. cit., p. 345.

investigation which covered all high schools listed in the Office of Education in Washington, Billett paid particular attention to the plan of instruction which was being used. He showed that the unit method was used in more than ten per cent of the total number of schools. By a systematic comparison of the responses made by seven groups of schools he concluded that "in practice differentiated assignments, long unit assignments, individualized instruction, contract plan, laboratory plan and problem method are essentially one and the same thing."¹¹

Thus it is of interest that whether one turns to the unit of Morrison, Miller or the McMurrays;¹² or to the plans advocated by Burk, Washburne and Parkhurst;¹³ or to the project-problem technique endorsed by such leaders as Horn and Kilpatrick;¹⁴ or to the unit organization used by Billett,¹⁵ one finds that much activity of the pupil is in the nature of reports, of which many are oral.

In establishing the basic skills for preparing and giving the oral report, the skill of speaking was the first to be considered. Although there was found to be a great

11 Ibid., p. 355.

12 Roy O. Billett, Fundamentals of Secondary-School Teaching, with Emphasis on the Unit Method. (Boston: Houghton Mifflin, 1940), pp. 462-477.

13 Ibid., pp. 477-491.

14 Ibid., pp. 491-500.

15 Ibid., pp. 173-180 and chap. 17.

deal of material in the area of speech in general, there was little mention of the oral report as such. Many references showed the importance of speech training. Murray¹⁶ wrote that "Speech is the chief means whereby social relations and personal adjustments are carried on." He criticized present educational practice for the failure to produce leaders trained in the techniques of discussion so fundamental to the processes of democracy, remarking that otherwise well qualified individuals refrain from active leadership because they do not have the necessary self-confidence, and "are unable to make adequate speech adjustment before audiences."¹⁷

Another need for speech training emphasized by Hedde and Brigance¹⁸ is the fact that to earn our living today "most of us must sell our personalities, goods or ideas; and we do this through speech."

Dawson¹⁹ has included among her reasons for the importance of developing good oral expression that life demands of us much more oral expression than written forms of communication, that oral interchange of ideas is an instrument for democracy, and that learning the abilities

16 Elwood Murray, *The Speech Personality* (Boston: Lippincott, 1944), p. 4.

17 Ibid., pp. 4-5.

18 Wilhelmena G. Hedde, and William N. Brigance, American Speech (New York: Lippincott, 1946), p. 6.

19 Mildred A. Dawson, "Oral Expression is Basic," Instructor 54:39, October, 1945.

and skills of oral communication is essential to efficient written expression. She has written

Oral expression is basic, for oral expression is the foundation of written expression. Though the mechanics differ, the abilities and the skills are the same. (1) A child must be able to speak in complete sentences before he can write them. (2) He must have a suitable and varied speech vocabulary before he can express himself clearly and precisely in writing. (3) Until he can tell a story in good sequence and arrange the ideas of an oral report properly, he can scarcely organize a story or report in written form.²⁰

In connection with the proportion of oral to written English, the importance of the former is emphasized by Anderson²¹ as he estimated that ninety per cent of usage of English speech in daily life is oral, while only ten per cent is written English.

A study indicating the need for speech training, particularly at the junior high level, is that of Bushnell,²² who discovered that pupils in the tenth grade have greater competency in the skill of written reproduction than in the skill of oral reproduction.

Knowing the importance of speech, the teacher of social studies has been anxious to discover how much actual training in speech skills should be given in the social

²⁰ Ibid., p. 39.

²¹ Howard R. Anderson, "Experiment in Oral and Written English." School and Society 38:808, December, 1933.

²² Paul Bushnell, An Analytical Contrast of Oral with Written English. Contributions to Education No. 451, (New York: Teachers College, Columbia, 1930), p. 65.

MEMORANDUM FOR THE RECORD

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studies class. In writing of experiments of integrating speech with other subjects, Borchers²³ has pointed out that such integration was successful only if started after the basic speech skills had been developed. In the successful integration, the skills were not taught but were practiced with other subjects in content areas. An attempt to teach two skills at once was unsuccessful.²⁴

Adams²⁵ listed as the first need in speech education the training of the student in effective oral expression of his own thoughts. He has stated that

Other than for the normal classroom recitation procedure, the most frequent type of oral work is that of reports or talks on some aspect of the course work. Improvement in this particular activity can be directed in any subject-matter field. Teachers of social studies, science or anything else should hold to high standards for such reports, but the language class (whether it is Speech or English) should prepare all students to meet such standards.

Robinson and Brigance²⁶ have shown that while there is ten per cent of real speech defectives which are usually being helped, there is a group of forty per cent with

23 Gladys L. Borchers, "Basic Issues in Integrating Speech with Other Subjects." National Education Association Department of Secondary-School Principals Bulletin 32, Chapter 19, January, 1948, p. 169.

24 Ibid., p. 177.

25 Harlen M. Adams, "Speech Activities in the Secondary School," English Journal 35:129, March, 1946.

26 Karl F. Robinson and William N. Brigance, The Program of Basic Skills In Speaking." National Education Association Department of Secondary-School Principals Bulletin 29, Chapter 2, November, 1945, p. 19.

inadequate speech which needs basic speech training.

Obviously the usual teacher of social studies would not have the required skill to give adequate help to the first group, yet the second group might receive aid in the regular class work.

The program laid out by these authors for this second group contains six objectives of which some, such as testing and diagnosing of speech needs and abilities, are beyond the scope of the teacher of social studies. But their third objective, which is a systematic training program,²⁷ certainly contains nothing which would not be considered a vital part of regular classroom program.

1. Adjustment to the speaking situations of everyday life.

2. Skill in developing a subject, in using one's ideas, in discovering sources of information, and in recording information. ✓

Under this heading is included (1) using the library, (2) observation and experience, which would include use of direct observation in the community, (3) Interviews, conversation and letters with authorities or experts, (4) use of radio programs where can be found significant material for analysis, discussion, speech information, (5) recording materials which includes training in systematic note-taking.

3. Analysis of audience to be addressed to consider what interest and knowledge the audience might have in the subject and how further interest might be aroused.

4. Organization and arrangement of content to insure the desired response from the audience, which includes outlines of various forms.

27 Ibid. , p. 22.

5. Expressing ideas in effective spoken language.

6. Mastery of an effective technique of delivery.

7. Articulating and pronouncing words intelligibly.

8. Using the voice effectively.

9. Expressive and well-coordinated bodily activity, gesture, posture, etc.

It can readily be observed from this training program that at least this much of speech education is really an integral part of preparing and giving an oral report, and that developing speech skills is to this extent the job of the teacher of social studies.

Such a belief has been corroborated by Glaskey²⁸ who observed that a large percentage of the speech needs of non-defective children include the following: (1) Did not speak loudly enough to be heard; (2) did not speak distinctly enough to be understood; (3) consistently mispronounced "a group of such common words as can, just, catch."²⁹ These defects should not be ignored by any subject teacher, and would certainly be part of the specific training of the social studies teacher when the oral report is being prepared.

The next question for consideration is how this desired speech help shall be given. It has been noted that merely talking about speech, and practice in giving many oral

28 Esther Glaskey, "A Program of Speech Training," Twentieth Yearbook of the Department of Elementary School Principals, (National Education Association, 1941), pp. 314-16.

29 Loc. cit.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers, who came to the Americas in search of new lands and opportunities. Over time, these settlers established colonies that grew in size and number. The colonies were governed by local leaders, but they also looked to the British Crown for guidance and protection. As the colonies grew, they began to assert their own rights and independence from Britain. This led to a series of conflicts, culminating in the American Revolution. The revolution was a struggle for freedom and self-determination. It resulted in the birth of a new nation, the United States of America. The new nation was founded on the principles of liberty, justice, and equality. It was a nation that was built on the backs of the brave men and women who fought for its freedom. The history of the United States is a story of courage and sacrifice. It is a story of a nation that has grown from a small group of settlers to a great power. It is a story of a nation that has shaped the world and continues to shape it today.

THE HISTORY OF THE UNITED STATES
 BY JAMES M. SMITH
 NEW YORK: THE PUBLISHERS, 1875

reports will increase speech ability.³⁰ However, more specific attention to the speech factor in the oral report is both possible and beneficial. "Speech can be improved through a more precise definition of merit,"³¹ and "through systematic use of more exact measures of appraisal," Kincheloe³² has reported. Her suggested methods for achieving these ends are by having students share in the definitions of meritorious qualities of the types of speech used in giving an oral report; and by making such exact measures of appraisal as "check lists, directive questions, analysis sheets, demonstrations, group listening and recordings."

As in most corrective work, self-appraisal is an important factor, and children should be encouraged to work on their own speech needs, and to develop the habit of correcting their own errors. Besides the measures for appraisal suggested above class criticism has often been mentioned as a means to encourage self-appraisal.

30 Wilhelmina G. Hedde, "Opportunities for Speech Education Outside the Speech Classroom." National Education Association Department of Secondary-School Principals, Bulletin 32, Chapter 18, January, 1948, p. 165.

31 Isabel Kincheloe, "On Refining the Speech Scales." English Journal 34:204, April, 1945.

32 Ibid., p. 205.

Deppenbrock and Schmidtman³³ have recommended that before allowing pupils to speak to a group, teachers recall particular weaknesses which had previously been noted in their speech and encourage the use of correct forms previously studied. Thus the child would be prepared to criticize his own speech at the end of the report before receiving constructive criticism of the group.

The value of self-appraisal and class criticism were also emphasized by Rother³⁴ in her thesis, "A Study of Methods for Motivating Speech Education." Maintaining that the inherent desire to appear to advantage in the public eye is an impelling force for speech improvement she wrote

The incentive to do well may be brought about when the child is interested in the situation or when he sees that it is directly beneficial to him. Such an attitude may be aroused if the class is organized so that attaining better speech habits is the goal of each member. Outside devices are often necessary as original 'starters,' but the child must be intrinsically interested in the way he talks. The problem is to awaken interest by vitalizing the subject.

In speaking of class criticism as a further incentive to do well Rother noted that such criticism should not become petty and nagging. She advocated setting up specific standards from which critical judgment could be made,

33 Audrey R. Deppenbrock and Marguerite L. Schmidtman, "Stimulating and Guiding Teachers in the Improvement of Children's Oral Expression." Twentieth Yearbook of the Department of Elementary School Principals, (National Education Association, 1941), pp. 570-77.

34 Harriet V. Rother, A Study of Methods for Motivating Speech Education. Master's Thesis, Stanford University, 1938. p. 7.

emphasizing that this judgment serves to make "students aware of their own and other pupils' speech needs, and to awaken a desire for improvement in themselves and to gain the respect of others."³⁵

In connection with such standards, Rother, like Kincheloe, has pointed out that an evaluation chart could be a motivating force for developing the habit of critical listening as well as actually improving the quality of an oral report.

Having shown that skill in speaking and speech training are necessary for giving an oral report, the next problem has been to find the skills necessary for preparing the report.

Many skills listed by Robinson and Brigance in their suggested program of speech training, have been more commonly considered in relation to habits of study. Some research studies and many articles have been found which deal with such skills, and from these writings have been selected the skills considered necessary for preparing and giving an oral report.

Chase³⁶ has listed nine reporting activities representing skills or abilities which are necessary for

35 Ibid., p. 9.

36 W. Linwood Chase, Reporting Activities, Discussion Activities, Maps. (Unpublished Pamphlet) School of Education, Boston University, p. 1.

gathering material and making a report.

1. Ability to use the table of contents.
2. Ability to use the index.
3. Ability to find sources of information.
4. Ability to make a bibliography.
5. Ability to select and reject relevant or irrelevant information.
6. Ability to take notes.
7. Ability to organize material into outline form.
8. Ability to use a variety of ways in reporting information.
9. Ability to evaluate his own performance after his presentation.

Some, if not all of these skills should have been learned before the junior high school is reached.

McKee³⁷ has stated

Here are some things which, by the close of the sixth grade, a pupil can and should have learned with respect to making a report on a special topic requiring the collection of information:

1. Choosing a topic for a report.
2. Making sure that one has enough information to make the report clear and interesting.
3. Learning where one may turn to get information on a topic.
4. Finding information on a topic in books.

37 Paul McKee, "The Nature and Scope of the Language Arts Program," Twentieth Yearbook of the Department of Elementary School Principals (National Education Association, 1941), p. 250.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

BY J. H. VAN NISSEN

CHICAGO, ILL.

1925

PRINTED BY THE UNIVERSITY OF CHICAGO PRESS

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5. Using the context and pictures to 'dig out' the meaning of strange words and phrases.
6. Judging the validity of printed statements.
7. Organizing information into paragraphs.
8. Keeping to the topic.
9. Telling things in good order.
10. Reporting information accurately.
11. Choosing words that will be understood by the listeners or readers of the report.
12. Choosing words that say exactly what is meant.

However, these skills are not ones that can be developed quickly, and many teachers will agree with Chase³⁸ that "some pupils will not have achieved them by the end of the sixth grade." Thus further instruction and practice through the junior high school in all these skills is necessary.

Although an elaborate outline is not required for a good oral report, the skill of organizing material is essential. Among the studies on the subject of outlining, which have been found, one of the best is that of Tetrick,³⁹ "Outlining and Summarizing as a Study Skill." Here is pointed out the need for teaching outlining to train pupils to distinguish between essential ideas and explanatory material,

³⁸ Chase, op. cit., p. 1.

³⁹ Rosemary Tetrick, Outlining and Summarizing as a Study Skill, Master's Thesis, Boston University, 1943.

and to detect relationships of subordination and co-ordination in an author's thought, and also emphasized is the fact that "mental skills involved in outlining and summarizing (logical organization), transfer to produce improvement in general thinking or reasoning ability, as tested by problems not related to specific school curriculum."⁴⁰

In connection with McKee's statement concerning skills which should be learned by the close of the sixth grade, to which reference has previously been made, it is interesting to note that Tetrick concluded as a result of her research that "summarizing can be successfully taught in the middle grades."⁴¹

Teachers who have found it difficult to discover practical suggestions for developing the skills of outlining and summarizing can find twenty-eight lesson steps for this purpose and sample exercises for each step in Miss Tetrick's thesis.⁴²

Other studies showing the importance of outlining as a basic skill are those of Barton⁴³ and Salisbury.⁴⁴ Both of these studies have indicated that skill in outlining is a

40 Ibid. , pp. 28-29.

41 Ibid. , p. 76.

42 Ibid. , pp. 12-13; 40-75.

43 William A. Barton, Outlining as a Study Procedure. Contributions to Education No. 411 (New York Teachers College, Columbia, 1930).

44 Rachel Salisbury, "A Study of the Transfer Effects of Training in Logical Organization," Journal of Educational Research 28:241, December, 1934.

successful aid in learning and like Tetrick, Miss Salisbury has also shown that the mental skills used in the process of outlining and summarizing transfer to produce improvement in general thinking and reasoning ability.

There certainly can be no good oral report without the use of the skills to distinguish between essential ideas and explanatory details, to detect relationships and to make logical organization of facts. If these skills will carry over into general thinking as is stated above, there surely can be no question as to their importance in the oral report.

Since these skills connected with locating information and outlining are generally considered study skills,⁴⁵ and taught in this relation, it has not been thought necessary here to review all the literature on them, nor to include any discussion concerning techniques by which they can be developed or improved.

There are other skills, however, besides these connected with outlining and summarizing which are important to the oral report and which should be mentioned. One can say with justice, that most oral reports begin with reading, and that this skill should be improved in order to improve the quality of the oral report.

Durrell and Sullivan⁴⁶ have listed twenty-nine reading

45 Wesley, op. cit., pp. 291-92.

46 Donald D. Durrell, and Helen B. Sullivan, List of Reading Skills Which Should be Developed in Middle and Upper Grades. Unpublished Paper, Boston University Educational Clinic, Boston University.

skills which should be developed in the middle and upper grades:

1. Following directions.
2. Selecting the central thought.
3. Noting details.
4. Picking the relevant material from a unit.
5. Judging values.
6. Organizing ideas.
7. Remembering personal characteristics in a unit.
8. Locating specific information in a story from general reading.
9. Skimming.
10. Re-reading articles for different purposes.
11. Recognizing characters from descriptive words.
12. Determining the type of story.
13. Remembering details at later date from notes taken.
14. Selecting proper titles for units.
15. Drawing inferences.
16. Rapid use of dictionary.
17. Recognizing comparisons, opposites, etc. in word vocabulary.
18. Ability to outline.
19. Ability to do abstracts or precis.
20. Interpreting the author's meaning.
21. Ability to build individual associations around materials read.
22. Using study guides.

23. Interpreting graphs.
24. Using reference books, index ability.
25. Ability to use card file correctly and rapidly.
26. Mental imagery or visualization.
27. Selecting the theme in a story.
28. Ability to read fluently and rapidly material that requires rapid reading.
29. Check comprehension with specific questions after speed tests.

The fact that in this list of twenty-nine reading skills, at least twenty, and possibly more, would be used in preparing a good oral report is a clear indication that reading is a basic skill for this purpose. Yet, in spite of this close connection, it has not been possible to locate any data from experimental research which would indicate any connection between the reading ability of pupils in the junior high school and their ability to give an oral report on this reading. This observation corroborates the findings of Meulendyke some years earlier.⁴⁷

The ability to speak well from notes or memory has been considered another basic skill in giving an oral report. There are some teachers who prefer children to give reports from memory, as preparation for the occasions later in life when the ability to speak from memory will be necessary. However, the great majority of articles on oral reports point out the advisability of speaking from notes.

47 Meulendyke, op. cit., p. 11.

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Yoakam⁴⁸ has stated

Injudicious note-taking and dependence upon notes, when memory should be relied upon, is probably a means of retarding rather than promoting a good memory, but that does not deny the value of systematic note-taking.

Studies by Courtney, Bucknam and Durrell⁴⁹ have shown that inability to recall details was found in groups of pupils ranging from the fifth grade to the ninth. Their tests gave evidence that unaided recall was considerably more difficult than recall prompted by multiple-choice questions. This would seem to be further evidence of the advantage of taking notes as a means of improving recall.

Whether the pupil speaks with or without notes, his memory plays a vital part in his accuracy and fluency. McKee⁵⁰ has listed three abilities peculiar to remembrance:

1. A knowledge of what makes an interesting reproduction of material read.
2. A knowledge of efficient procedures in memorizing.
3. The ability to select in the material read key ideas or sentences which may serve as 'holders' or 'associations' for ideas to be retained.

48 Gerald A. Yoakam, "How to Remember What One Reads." Elementary English Review 7:84, April, 1930.

49 Douglas Courtney, Margaret E. Bucknam, and Donald Durrell, "Multiple Choice Recall Versus Oral and Written Recall," Journal of Educational Research 39:461, February, 1946.

50 Paul McKee, Reading and Literature in the Elementary School. (Boston: Houghton Mifflin Company, 1934), p. 452.

Yoakam⁵¹ also has given three primary considerations for developing memory:

1. The will to remember.
2. The need for remembrance.
3. A systematic attack.
 - 1) A preliminary survey, to note main ideas and general scheme.
 - 2) Study of supporting details to gain thorough understanding.
 - 3) Evaluation of material.
 - 4) Outline or summary.
 - 5) Systematic review for permanent memory.
 - 6) Use.

It is thus evident that some skills used in memorizing, and also in note-taking are very similar to those discussed previously for outlining, summarizing and reading, with the chief addition of concentration upon the memory element. Training the memory, however, requires specific attention, and should be taught as a skill by itself to some extent.

An important factor in recall has been shown to be the type of reading materials used. Potter⁵² has concluded that the "difficulty of reading material was of particular importance as affecting the pupil's recall."

Durrell⁵³ has stated "The most important factor in meeting a child's reading needs is the provision of reading

51 Yoakam, op. cit., p. 83.

52 Ruth Potter, Comparison of Oral Recall with Written Recall of Silent Reading in the Middle Grades. Master's Thesis, Boston University, 1928, p. 33.

53 Donald D. Durrell, Improvement of Basic Reading Abilities, (New York: World Book Company, 1940), p. 65.

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materials suited to his level of reading ability." Since reading skills have been shown to be closely allied to the oral report this general statement would certainly apply to the reading for its preparation.

Korey⁵⁴ also has emphasized the importance of having reading material suited to the child's ability, as she has written of preparation for the oral report, "Reference material should be on a level no higher than the present reading ability of the pupils, and if possible, it should be a year lower, so they can work with complete freedom."

The ability to use a variety of ways in reporting information has suggested further skills connected with giving an oral report. Several studies on motivation have indicated the great importance of such variety and some methods by which it can be developed.

Stewart⁵⁵ has shown the need for motivation in preparing the oral report, for in tests to discover the type of assignment preferred by grades four, five and six, she found talking or oral work the least favored by both boys and girls in the following activities: reading, drawing, writing, constructing, talking. She concluded

54 Ruth A. Korey, "Improving the Report Period." Instructor 57:21; March, 1948.

55 Dorothy H. Stewart; Children's Preferences in Types of Assignments. Master's Thesis, Boston University, 1944, p. 80.

From the place that talking held among activity choices, one would judge that this activity needed motivating in order to be made more appealing to the children, since it is a necessary activity in one's life. Perhaps talking has been too formal in its presentation, and not simply enough planned, so that the consciousness of criticism and of speaking to an audience have been too much present. Lessons planned more informally might in some measure lessen this feeling, and add to the pleasure of talking.

Rother⁵⁶ also has indicated the importance of motivation for improving the quality of the oral report, suggesting many forms of presentation as being one of the most important means for this purpose. Included in the forms she has mentioned are dramatization, various types of group discussion, and formal and informal debates.

Dramatization has been emphasized by Hubbard⁵⁷ as an important means by which variety can be brought to oral work. She has made some extremely helpful and practical suggestions for preparing and using all kinds of dramatic material in the classroom. Included are examples of different types of plays, pantomimes, and puppet shows, and also graphic materials such as cartoons and diagrams which portray events by symbols. Of the importance of the history play she has written that it helps to develop three of the main aims in the teaching of history: appreciations,

56 Rother, op. cit., p. 57.

57 Eleanore Elizabeth Hubbard, The Teaching of History Through Dramatic Presentation. Master's Thesis, Boston University. 1930, p. 33.

understandings, and attitudes or behavior tendencies.

It makes history alive (appreciations). It gives the pupils an opportunity to learn by doing (behaviors), so it leads to retention of facts (understandings). Because the play form is vivid, graphic and actual, it supplies a strong, emotional stimulus which underlies the principle of effective learning.

Bratton⁵⁸ has pointed out another benefit from the use of dramatization in social studies.

In the first place, play-acting capitalizes on the relationship existing between pleasure and learning. We tend to remember best what gives us pleasure, amusement or happiness. Very few children can be found who do not enjoy dramatic plays.

Other advantages from the use of dramatization as suggested by Miller⁵⁹ have included greater incentive for research, clearer understanding of concepts, and opportunity for a really interesting topic summary.

Discussion has been defined as a "cooperative effort to arrive at the facts or conclusions about a subject."⁶⁰ Nothing in this definition presents a barrier for using one or more of the discussion techniques as a vehicle for the oral report. If the subject of the report be given as a problem to a group, the round table, open forum discussion,

58 Dorothy A. Bratton, "Dramatization in the Social Studies," Social Education 4:250, April, 1940.

59 Edith F. Miller, "Dramatizing The Social Studies." Instructor 55:29, January, 1946.

60 "Make Youth Discussion Conscious," A Handbook on Discussion Techniques for the Classroom, School Assemblies, and Youth Forums. (Columbus, Ohio: The Junior Town Meeting League), p. 5.

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symposium, or Junior Town Meeting, provide excellent opportunities for presenting research data in an original and interesting method.

The round table⁶¹ discussion can be held where a group of from three to five experts, directed by a chairman, analyze a topic for the audience. Smith, Krefting and Lewis,⁶² have described the open forum discussion as being the "single-leader type of discussion in which an expert on a subject is asked to present his information, and the listeners participate by asking questions and making comments."

A symposium follows the style of the ancient Greeks and is defined by Webster as a "conference at which a particular topic is discussed and various opinions gathered; or a collection of opinions on a subject."

Although the Junior Town Meeting as explained in the Handbook of the Junior Town Meeting League⁶³ is suggested for a school assembly, a modified form is perfectly possible for adding still another variety to the presentation of the oral report.

It may be suggested by some that dramatization and group discussion actually are entirely different from, and not a form of, the oral report. In reply it is asserted that

61 Ibid., p. 6.

62 Harley Smith, Clara E. Krefting, and E. E. Lewis, Every Day Speech (Boston: American Book Company, 1941), p. 283.

63 "Make Youth Discussion Conscious," op. cit., p. 8.

THESE THINGS, HOWEVER, SHOULD BE REMEMBERED
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these forms of oral expression do present a "connected discussion of a topic," although since they represent group activity these connections are not so apparent as in the report of one pupil. With the increased use of the unit assignment, group work has become more common, and thus a variety of forms adapted to this work is necessary. It was felt that for the added motivation and comprehension they bring, and for the worthwhile training which attends their use, dramatization and certain forms of group discussion should be included as a means of presenting the oral report.

From the writings in the Eighteenth Yearbook of the National Council of the Social Studies, 1947, titled Audio-Visual Materials and Methods in the Social Studies, and from other recent literature it has been apparent that the use of visual and auditory aids is one of the principal methods of adding variety to the oral report.

Visual aids have been loosely defined as "any activity in which new knowledge comes to the individual through the medium of sight."⁶⁴ More specifically they have been termed

any picture, model, object or device which provides concrete visual experience to the learner for the purpose of (1) introducing, building up, enriching or clarifying abstract concepts, (2) developing desirable attitudes, and (3) stimulating further activity on the part of the learner."⁶⁵

64 F. Dean McClusky, "Visual Aids." Instructor 54:49, November, 1944.

65 Charles F. Hoban, Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum. (New York: The Cordon Company, 1937), p. 9.

Auditory aids have been found to consist chiefly of the radio and different types of recordings.

It has long been recognized that graphic portrayal and concrete experience are essential to develop understanding in social studies. Use of words without understanding, which has been called "verbalism" has been shown by McKee⁶⁶ to be at its worst in the social studies. Any teacher could give many illustrations of ridiculous errors due to failure to grasp the correct meaning of words.

Wendt,⁶⁷ who is well known in the auditory-visual fields, has pointed out that in many situations the use of these aids makes a significant contribution by making an important saving in learning time, by contributing enormously to the retention of learning, and by adding vividness to learning. Adding that without experience words mean nothing, Wendt listed five ways by which the use of audio-visual materials have contributed to the development of meaning:

1. They contribute to the development of breadth of meaning.
2. They contribute to the development of depth of meaning.

66 Paul McKee, "The Problem of Meaning in Reading." English Journal 30:219, March, 1941.

67 Paul Wendt, "Social Learning Through Audio-Visual Materials, in William H. Hartley, ed., Audio-Visual Materials and Methods in the Social Studies (Eighteenth Yearbook of the National Council for the Social Studies. Washington, D. C.: The Council, 1947), p. 2.

3. They provide emotional content to meaning.
4. They are inherently interesting.
5. They cause greater retention of learning.⁶⁸

Emphasizing that audio-visual materials should not be used indiscriminately, nor without a complete plan, Wendt⁶⁹ concluded that "The teaching of social studies demands that we make good use of all the five outstanding advantages of audio-visual materials in the development of meaning."

Knowlton⁷⁰ has pointed out that the main problem is to get a pupil to see things in ways which are

real to the student himself. We all see and appropriate as a part of our mental and social equipment, much more through the eye than we are inclined to credit to this source. It is this 'eye-way' or approach which offers the teacher of history one of the most satisfactory and powerful means of making the subject of history understood by the student.

An experimental study of Knowler, Phillips and Keoppel,⁷¹ was conducted which tested the comparative effects upon comprehension or recall of ideas by reading aloud, speaking with and without notes, and speaking with the use of diagrams which serve as supplementary visual aids for the audience. Since this has been the only research study

68 Ibid., p. 5.

69 Ibid., p. 8.

70 Daniel C. Knowlton, Making History Graphic (New York: Charles Scribner's Sons, 1925), p. 3.

71 Franklin H. Knowler, David Phillips, and Fern Keoppel, "Studies in Listening to Informative Speaking." Journal of Abnormal and Social Psychology 40:82; January, 1945.

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discovered actually on oral reporting in connection with the use of visual aids, it has been thought worth rather detailed consideration here.

Some of the questions asked in setting up the experiment were the following:

1. What are the comparative effects upon comprehension or recall of ideas presented by reading aloud, speaking with and without notes, and speaking with the use of diagrams which serve as supplementary visual aids for the audience?
2. What are the comparative effects of these methods upon immediate and delayed recall?
3. How does the judged quality of the speaking involved affect the comprehension and retention of ideas?
4. How does the student's knowledge that he will be tested on material heard affect his comprehension?
5. Does the use of notes by a speaker adversely affect comprehension?

Final conclusions were:

1. It is possible by the technique used in this project to measure fairly precisely the amount of information of certain types, disseminated by various methods of audience stimulation.
2. The comparative effectiveness of speaking and oral reading as methods of presenting material depends upon the quality of the performance. There is a significant difference between speaking and reading even when both are good. Both good speaking and reading have greater audience effects than poor speaking and reading. Good reading is distinctly superior to poor reading. Poor speaking seems to be the least effective method of presenting informative material. There was more

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difference between the results obtained from the good and poor speakers than between the good and poor readers. Even poor speakers and readers may disseminate a significant amount of information in a short, well-prepared speech. There is a direct relationship between the quality of speaking performance and the amount of material recalled.

3. When material was presented with visual aids it was more effective for immediate recall than when presented without the use of such aids. The comparative effectiveness of this method of presenting material was not significantly superior for delayed recall.
4. While subjects forgot a significant amount of the material during a four weeks' interval, they also retained a significant amount of information during this period.
5. Subjects who knew that they were to be tested retained on the average somewhat more material than subjects who were not told that they were to be tested.
6. The use of notes by the speaker (when well handled) did not prove a detriment to the comprehension of material by the audience.
7. Students who listened to good or superior speaking, especially when visual aids were used, retained somewhat more material than when they read the same material silently. On the average they retained more material from silent reading than from listening to average or poor readers and poor speakers.

In general this report provided further proof that good speech is very important since there was a direct relationship between the quality of speaking performance and

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the amount of material recalled. Of interest to the use of oral reports it demonstrated that poor speaking was the least effective method of presenting informative material, but that even poor speakers could disseminate a significant amount of information in a short well-prepared speech.

It was pointed out that the use of notes was no detriment to comprehension, and that knowledge that a test would be given on the speech material influenced students to remember this material. As regards visual aids, these were merely diagrams, but even such meager use of visual aids as this produced a greater amount of recall over a short period.

It has been shown that using audio-visual aids to accompany an oral report provides clarification of concepts and increased motivation, and also provides interesting variety in method of presentation. A list of visual auditory aids which have been considered possible for this purpose follows. Detailed discussion of each with practical suggestions for its use is included in the next chapter.

VISUAL AIDS

Community

Excursion

Museum

Specimens and models

Dioramas

Flat pictures

Pictures with the opaque projector

Textbooks

Lantern slides

Filmstrips

Stereographs

Transparencies

Motion pictures

Blackboard

Bulletin board

Globes and maps

Cartoons

Posters

Graphs

Charts or diagrams

Time lines

1918

January

February

March

April

May

June

July

August

September

October

November

December

1919

January

February

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April

May

June

July

August

AUDIO AIDS

Radio

Recordings

Recorders

Television

SUMMARY

While there are few research studies and articles directly on the subject of the oral report, there have been some studies and fairly extensive writings in closely related fields. From a study of all the literature available the following conclusions have been reached:

1. The oral report has recently come into increased prominence and use particularly through its key position in the popular unit method of teaching.
2. Oral communication is basic in the life of today, and speech training is necessary.
3. Although teaching basic speech skills is not the job of the social studies teacher, there are many points in speech training which can be considered an integral part of preparing pupils to give an oral report.
4. Concentration upon speech, well-defined aims,

specific measures of appraisal, and class criticism are suggested methods for improving speech in the oral report.

5. Skills connected with gathering information and organizing material for an oral report have been shown to include:

- 1) Ability to find sources of information.
- 2) Ability to use the table of contents and index.
- 3) Ability to make a bibliography.
- 4) Ability to distinguish between essential ideas and explanatory detail.
- 5) Ability to detect relationships of subordination and coordination.
- 6) Ability to make a logical organization.

Although these skills may have been learned by the end of the sixth grade, further instruction and practice are necessary at the junior high school level. Suggestions for developing or improving these skills have not been thought necessary to include here as study skills have been amply discussed elsewhere.

6. The reading skills which should be developed in the middle and upper grades would nearly all be used in preparing an oral report. Many of these skills are concerned with

very much to be desired. The first of these is the
need for a more complete knowledge of the
history of the country. The second is the need for a
more complete knowledge of the people.

The third is the need for a more complete
knowledge of the government. The fourth is the
need for a more complete knowledge of the
economy. The fifth is the need for a more
complete knowledge of the culture.

The sixth is the need for a more complete
knowledge of the religion. The seventh is the
need for a more complete knowledge of the
art. The eighth is the need for a more
complete knowledge of the science.

The ninth is the need for a more complete
knowledge of the philosophy. The tenth is the
need for a more complete knowledge of the
ethics. The eleventh is the need for a more
complete knowledge of the politics. The
twelfth is the need for a more complete
knowledge of the law.

The thirteenth is the need for a more
complete knowledge of the medicine. The
fourteenth is the need for a more complete
knowledge of the agriculture. The fifteenth
is the need for a more complete knowledge
of the commerce. The sixteenth is the
need for a more complete knowledge of the
industry.

gathering information and organizing material, but also included are vocabulary development, and special types of reading, as thorough and skimming, which should receive special training as part of preparing pupils to give good oral reports. Since these skills are also study skills, and have received adequate consideration elsewhere, no suggestions for improving them have been presented.

7. The ability to speak from notes or memory is a basic skill in giving the oral report. Although speaking from notes rather than from memory is advised, the ability to talk from key words or phrases requires specific memory training, and thus training in both memory development and talking from notes is necessary. An important aid for recall is suitable reading material.

8. Several skills should be developed to provide variety in form of presentation in giving the oral report.

These include:

- 1) The ability to use various forms of dramatization.
- 2) The ability to employ different types of group discussion.
- 3) The ability to utilize, construct, or operate various types of visual and auditory aids.

1842 Dec 4 / United States of America
at New York

I hereby certify that the following is a true and correct copy of the original as the same appears in the records of the City of New York
to wit: The City of New York, County of New York, in the year 1842, the following is a true and correct copy of the original as the same appears in the records of the City of New York

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These aids not only increase motivation and interest, but also help to develop clearer concepts which render the oral report far more effective.

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DEPARTMENT OF THE HISTORY OF ARTS

CHICAGO, ILLINOIS

CHAPTER II

TECHNIQUES FOR IMPROVING THE ORAL REPORT

In the first chapter an attempt was made to establish what are the basic skills in preparing and giving an oral report, and to suggest some means for improving these skills. In this chapter the purpose is to provide practical suggestions for the teacher by which such improvement may be accomplished.

SPEECH TRAINING

It appears that the two most important elements for improving the quality of the oral report are confidence and interest. Confidence can be acquired first through developing the skill of speaking, and it has been suggested that in the social studies class concentration upon speech, well defined aims, specific measures of appraisal, and class criticism might be included in speech training.

Merely talking about speech and emphasizing its importance does bring about some improvement in oral reporting. It may well be that children have not particularly considered their speech in preparing reports, and once they do begin to concentrate upon this element, and listen to themselves and to each other critically, some improvement will result. Such critical listening may be stimulated by a quotation from Demosthenes who is said to have remarked

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WASHINGTON, D. C.
JANUARY 1, 1900

TO THE
HONORABLE
MEMBERS OF THE
NAVY
WASHINGTON, D. C.
JANUARY 1, 1900

"As a vessel is known by the sound whether it is cracked or not, so men are proved by their speeches whether they be wise or foolish."¹

Well defined aims in speech training may be reached quite easily by having children work out with the teacher some simple rules of speech. The following rules, which have been taken from many different sources, may be used as a guide for this work.

1. Look at your audience directly when you talk. Do not look at the floor, or the ceiling, or the wall.

2. Stand firmly on both feet, with your head up. Let your arms hang naturally by your sides.

3. Do not lean against anything, or sway from side to side.

4. If you use notes, glance at them and then speak towards the audience. Do not talk looking down at your notes.

5. Speak slowly and distinctly. Pause to breathe between sentences and long phrases.

6. Speak loudly enough to be heard everywhere. You can judge the volume of your voice by speaking to a pupil in the back row.

7. Speak with energy and vitality.

8. Show interest in your subject.

¹ Quoted in Principles of Effective Speaking, by William P. Sanford and Willard H. Yeager (New York: Ronald Press, 1942), p. 3.

After these rules have been used and discussed for several oral report periods, some exact measures for appraisal and class criticism may be set up. The pupils may, for example, develop a simple analysis chart which will include the chief points that have been emphasized in learning how to make a successful oral report. Yoakam and Simpson² have printed a student's check list for judging an oral report which a teacher may adapt to guide pupils in making a list to fit a particular class situation.

Draw a circle around "yes" if you believe the reporter was effective on a certain point; draw a circle around "no" if you believe he was not.

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| 1. Did the pupil reporting seem to be aware of what his subject was about? | Yes | No |
| 2. Did he show evidence that he had investigated the subject thoroughly? | Yes | No. |
| 3. Did he show an interest in his report? | Yes | No |
| 4. Did he keep to his subject or topic? | Yes | No |
| 5. Did he make what he said clear? | Yes | No |
| 6. Did he use illustrative materials or samples? | Yes | No |
| 7. Did he emphasize any important points? | Yes | No |
| 8. Did he lose much time in fumbling with his subject? | Yes | No |
| 9. Did he make any wrong statements about his subject? | Yes | No |
| 10. Did he make any mistakes in language? | Yes | No |
| 11. Did his report confuse you about some things? | Yes | No |

2 Yoakam and Simpson, op. cit., p. 391.

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| 12. Did he answer correctly questions which were asked about some phase of his report? | Yes | No |
| 13. Did he show evidence that he had memorized his report? | Yes | No |
| 14. Did he finish any part of his report? | Yes | No |
| 15. Did you think he enjoyed giving his report? | Yes | No |
| 16. Did you enjoy it? | Yes | No |
| 17. Did he have enough time in which to give his report? | Yes | No |
| 18. Did he convince you about any phase of his report? | Yes | No |
| 19. Did he appear to be glad to get through with his subject? | Yes | No |
| 20. Did he summarize any part or all of his report? | Yes | No |
| 21. Did you think he should be required to make further study on any particular phase of his topic? | Yes | No |
| 22. Should he redo the entire report? | Yes | No |

Such a check list as this would take a long time to go over, and if the ratings are to be made the basis of class discussion and criticism, the check list might well be somewhat cut down.

It has been remarked previously that class criticism should be constructive. Criticism which is too severe may well tend to develop a feeling of inferiority in the speaker and an attitude of "What's the use?" rather than a desire to improve. If the pupils merely feel that their faults are magnified before a group, certainly class criticism does more harm than good.

1. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like a warm blanket after a long flight. The sun was shining brightly, and the birds were chirping happily. I took a deep breath and felt a sense of peace wash over me. The world was so beautiful, and I was so lucky to be here. I smiled and looked around at the people who were also enjoying the day. They were all so happy and carefree, and it made me feel like I had found a new home. I walked towards the beach, and the sand felt so soft under my feet. The waves were crashing against the shore, and the sound was so soothing. I sat down on the sand and watched the sun set over the ocean. It was a beautiful sight, and I felt like I was in a dream. I closed my eyes and let the sun kiss my face. I was so happy, and I knew that this was the life I wanted. I was free, and I was finally home.

Stewart³ has written that for good oral expression it is essential to have an atmosphere of friendly cooperation.

All criticism must be given courteously, and laughing at mistakes of others must be rigidly suppressed. The teacher should endeavor to inculcate the idea of the classroom as a workshop where all are engaged in a common enterprise of developing the power to think and speak more effectively and acceptably.

Before beginning class discussion evaluating an oral report, the meaning of the word "criticism" should be noted. Webster defines the word as a "critical judgment, or detailed examination and review." This idea should be stressed so that pupils do not assume that all criticism is derogatory.

Pupils may be asked to mention the good things they have noticed about the report, and discuss these briefly before going on to the parts of the report needing correction.

The question of how much correcting should be done while the report is being given is also one demanding consideration. The old problem of accuracy versus fluency has to be faced. It is unfortunately true that a correction made when the report is in progress does impair the fluency of the reporter. Nevertheless accuracy must be the goal of the social studies teacher, and past experience has shown that if an error of major proportions be suffered to pass uncorrected it will undoubtedly be remembered. Glaring

³ Kate L. Stewart, "Accuracy or Fluency First?" The School. Secondary Edition 29:392.

errors, therefore, should be corrected immediately, but for the sake of continuity all other corrections should be postponed to the end of the report.

In reference to correcting speech errors, Professor Packard⁴ of Harvard has emphatically stated his belief that a student's speech can be improved only through his own ears.

For significant change in his own speech habits the student should hear the difference between his own faults of utterance and the more correct forms. He should therefore be made to hear his own voice and be taught to listen to it critically.

A dramatic means for such correction in the oral report is to have it recorded and then played back for criticism by the reporter and the class. If use of a wire recorder⁵ is possible, five or six short oral reports can be recorded, played back, and discussed in one period. Hearing their own voices, the pupils become more keenly aware of their speech faults than would be possible in hours of explanation. Corrective work can then be undertaken, with the cooperation of pupils who are anxious to evidence improvement when another recording is made.

Chase⁶ has suggested audience interest as a most important criterion for judging a report.

4 Frederick C. Packard, Jr., "Learning to Listen." Harvard Educational Review 14:197, May, 1944. x

5 See p. 139 of this chapter for detailed discussion of the wire recorder.

6 Chase, op. cit., p. 2.

A pupil should be able to score himself on his report by asking questions like (a) Did the attention of the class show that they were interested? (b) Did they ask many questions? (c) Since my report, have they looked at the material I gathered?

The old saying that "nothing succeeds like success" is true of the oral report. Yoakam and Simpson⁷ have shown that

One of the best means of insuring continued pleasure in reporting is success in making a creditable report. Success is made possible when the teacher assists pupils in finding interesting subjects and trains them in the art of making meaningful reports on these subjects.

The first chapter has shown such training includes development of many study skills. Suggestions for techniques to teach or improve these skills are included here only as they particularly apply to giving an oral report.

PREPARATION OF THE REPORT

Adequate preparation is decidedly important in giving the pupil a feeling of confidence. The following list of guiding principles for the preparation of the report has been given by Yoakam.⁸

1. In order to make a good report you should make a careful outline.
2. Decide on how you are going to open your report and set down a few suggestive sentences. Call this your 'introduction.'

⁷ Yoakam and Simpson, op. cit., p. 389.

⁸ Gerald A. Yoakam, Reading and Study (New York: Macmillan Company, 1928), p. 156.

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3. Now decide on the body of your report. In your mind arrange the points you wish to emphasize in order of their importance, leaving the most important point to the last. Make an outline for the body of your report from these materials, listing under each main point the main facts found in each reference, and the illustrations that you want to use.
4. Decide now upon how you will end your report and outline briefly the ending, which is generally made up of the conclusions you have drawn from your materials.
5. When you have written your report, read it over several times to fix the main ideas in mind and to see whether or not you have said what you want to say.

Suggestions based upon guiding principles like these might well be given to the pupils along with their rules of speech. Adaptations would of course be necessary, particularly in the fifth principle if notes are used. It should also be stressed that a good oral report should be rehearsed orally before class presentation.

For a successful oral report the pupil must have some kind of an outline. If he has not yet attained the skill of organizing material alone, Gale⁹ has suggested that the teacher provide a short outline to be followed. The student may then learn to develop his thoughts logically, noting them down as complete sentences, key phrases, or key words. Sarett, Foster and McBurney¹⁰ have pointed out that while the

⁹ R. J. Gale, "Steps to the Good Oral Report." Elementary English Review 23:214, May, 1946.

¹⁰ Lew Sarett, William T. Foster, and James H. McBurney, Speech, a High School Course (New York: Houghton Mifflin Company, 1943), pp. 181-85.

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simplest form is the complete sentence outline, the key phrase is valuable because it impresses the mind vividly with the concrete words to be said, and that the simple list is of greatest value to a seasoned speaker.

It has been emphasized in many writings that explicit directions are essential for a good oral report. The student in the junior high school should be told exactly what is to be done and how it is to be done. Directions should indicate just what phase of the topic is to be emphasized, and just what particular procedure should be employed. Ideas may originate with the pupil, but it is the teacher's job to be sure that the pupil understands how the assignment is to be carried out.

It is helpful also if the pupil comprehends clearly what the object of the report is. Yoakam and Simpson¹¹ have shown that

From the children's point of view, the object of a report may be to inform, to entertain, or to convince and persuade others; or he may use the report to improve the organization of his material or to improve his ability to think effectively on his feet.

McWeeney,¹² in her article "Bugaboo of Oral Themes" has described an interesting procedure where the class asks questions of the reporter before the oral report is given rather than afterwards. The pupils and the teacher choose the

11 Yoakam and Simpson, op. cit., p. 388.

12 Anne M. McWeeney, "Bugaboo of Oral Themes." English Journal 37:254, May, 1948.

subjects for oral reports, and at this time state what they would like to know about each topic. The pupil giving the report jots down each question and makes these the basis of the report. Thus, each child feels a sense of participation in the report, and a receptive audience is provided as each awaits the answer to his question. The student giving the report gains confidence, feeling the class is really interested in what he has to say.

Children enjoy choosing the problems for the oral report, and pupil-planning has often been shown to be one of the surest ways to motivate a successful report. It is important also that students be allowed to choose the subject on which they wish to report. Of this practice Yoakam and Simpson¹³ have written that it tends to create increased enthusiasm if pupils are collecting information for reports of their own choice, and that

It is certainly much more desirable to enlist the cooperation of pupils in making plans for reporting than merely to issue commands. The pupils will undertake a report more readily and persist in finding and organizing data when they feel that it is a voluntary type of activity.

Proper motivation is undoubtedly essential for a good oral report, and several helpful suggestions have been found on this subject. In the first place the problem itself should be interesting and of real value so that the pupil feels he is contributing new knowledge, on an actual, rather

13 Yoakam and Simpson, op. cit., p. 389.

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than an imaginary problem. The teacher can stress the connection between this particular report and the class problem, so that the reporter will definitely feel his contribution to be valuable and important.

Competition is often a useful motivating influence, and may be engendered by dividing a class into small groups to study different phases of a common topic. The several groups may then compete to see which can give the most effective and interesting report. If the groups work freely and informally together in a friendly spirit of rivalry and competition they will often achieve wonders in the way of persistence and ingenuity.

In speaking of group reports Durrell¹⁴ has pointed out that an air of secrecy in planning a report, stimulates interest. Children eagerly grasp any chance to dramatize their activities and if given the suggestion for using secrecy in their preparations they will make the most of it. The net result of their efforts may appear small in relation to their precautions, yet it might well be much smaller without them.

AUDIENCE PARTICIPATION

One great weakness of the oral report as an aid to factual learning is the lack of audience participation. A well illustrated and interesting report certainly adds to

14 Durrell, op. cit., p. 102.

the appreciations and understandings of the listener, yet the conscientious teacher often feels that if the chief activity be that of the reporter, his will be the chief learning also. The problem, therefore, of gaining as much audience activity as possible is essential in improving the oral report.

Stewart¹⁵ has written

The reports should not be given merely to entertain the rest of the class. All the pupils should be held accountable for retaining part of the information presented. This may afford valuable instruction in note-taking. Of course what goes on the paper should be brief yet suitable for use in later class discussion. Again after reports have been completed the teacher may talk them over with the class to make sure that they understand the points which are important.

Note-taking may provide a solution to the need for audience activity in some classes, but what about classes which have not yet achieved the ability to take notes? An activity with which all are familiar is a test. If it be well understood that two or three important facts from each report will be included in the test, the majority of the pupils will attempt to learn them. One method of emphasizing such main points is to have each reporter sum them up orally at the end of the report, while an assistant writes them on the blackboard for the class to list in their notebooks. Then these so-called notes can be made the basis

15 Dorothy H. Stewart, "Social Studies and Group Work." Social Education 10:259, October, 1946.

of a class discussion preceding the test, and provide the pupils with something specific to study on the material covered in the oral reports.

Another method of emphasizing the main points of the oral report is to have the reporter ask the audience questions on the most vital facts. This method is particularly well adapted to a group report, where the last speaker in the group can take this as his special part of the assignment. Answering these questions gives the audience activity on at least these major items, and there is usually time for them to be jotted down in notebooks while the discussion is taking place.

If the class analyzes the report by some form of check list or rating sheet the activity of critical listening is encouraged. Those pupils who desire to take part in the appraisal and discussion following the report soon learn that they must really listen if they are to prove their ratings are correct. However, since such an analysis covers the entire oral report, the chief facts are not necessarily stressed, and it is uncertain how much more actual learning would result from this method.

It would seem wiser, therefore, if a rating chart is used to judge the oral report in general; that class discussion on the most important facts should be held either the next period or during the general unit summary preceding the final test.

Discussion is at any rate one of the mildest forms of activity with which to put the "doing" into learning, and the alert teacher is usually on the lookout for other means to combine listener activity with the oral report. Further suggestions for this type of activity will be pointed out later in this chapter, but one cannot be blind to the fact that the question of the oral report and audience participation is far from being effectively answered.

SUITABLE READING MATERIAL

It has previously been suggested that proper reading material is requisite for a successful oral report. Children should have ready access to reference books of all types suitable for junior high school work, with a particularly generous supply of good biographies. The ideal situation is to have a school library or social studies laboratory available for use at any time. If this is not the case the teacher must build up the best classroom library possible, and enrich it with books borrowed from the local public library whenever necessary.

It has been pointed out that some easy reading material should be provided for children who have low reading ability. One inexpensive source of this material is in such comic books as "True Comics," "Real Life Comics," and "Classic Comics."

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Thorndike¹⁶ found that the level of difficulty of the reading matter of the typical comic magazine is of the fifth to sixth grade. He wrote

It appears, then, that the 'comics,' whatever their other vices or virtues, do provide a substantial amount of reading experience at about the level of difficulty appropriate for the upper elementary or even junior high school child. In view of the apparent interest and appeal of this material for the child, the facts presented -- suggest that this supplementary resource may have real value for the educator who is interested in working with the child as he is and in leading him on from his present studies to higher and better things.

In an article "The Comics and Instructional Method" Sones¹⁷ has shown that comics, when taken apart, exhibit the features of picture narrative with the focus on people, concentration upon the central character; animation heightened by the use of colors; attention held by brevity; and the theme of the story humanized to deal with popular feeling, thoughts and actions.

A teacher of an eighth grade social studies class with an average reading ability of the fifth grade might well find that the vividness, action, brevity and personalization found in the comics would prove an inspiring basis for an oral report, particularly in some form of dramatization.

16 Robert L. Thorndike, "Words and the Comics." Journal of Experimental Education 10:110, December, 1941.

17 Warren W. D. Sones, "The Comics and Instructional Method." Journal of Educational Sociology 18:232, December, 1944.

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AVOIDING MONOTONY

McAnulty,¹⁸ wrote

Monotony is one of the most serious deterrents to the oral report. An entire period spent in this way is largely wasted, for after the first few minutes the pupils lose their alertness and their powers of concentration are thereby weakened. Two or three reports given during each period on some topic relating to the day's work have far more value.

Many teachers will agree that this is true, but the problem of arranging for a few topics each day is not always easy. In the unit method of teaching the social studies, the oral report is usually the culmination of student research and study, and would come logically at the end of the unit. The topics may be spread more evenly throughout the unit, however, by careful planning. For example, one or two reports using visual aids can be arranged at the beginning of the unit for an overview; several more reports can be spaced a few days apart, each to come at the start of a period, and other reports may serve as a review at the end of the unit. Such an arrangement may be difficult to schedule, but the gains resulting from the increased interest and alert attention make the effort worthwhile.

Another cause for monotony is repetition of material within the oral reports. This may be avoided by a careful selection of the topics assigned, and careful supervision to see that each child realized just which phase of the topic

¹⁸ George McAnulty, "Oral Reports Require Vitality." Nations Schools 23:55, June, 1939.

Introduction

Chapter I

The first part of the book is devoted to a general survey of the subject. It is divided into three sections: the first deals with the history of the subject, the second with the present state of knowledge, and the third with the future prospects.

The second part of the book is devoted to a detailed study of the subject. It is divided into two sections: the first deals with the theory of the subject, and the second with the practice of the subject.

The third part of the book is devoted to a critical examination of the subject. It is divided into two sections: the first deals with the strengths of the subject, and the second with the weaknesses of the subject.

The fourth part of the book is devoted to a summary of the subject. It is divided into two sections: the first deals with the conclusions of the study, and the second with the recommendations of the study.

The fifth part of the book is devoted to a bibliography of the subject. It is divided into two sections: the first deals with the books and articles on the subject, and the second with the reports and documents on the subject.

The sixth part of the book is devoted to an index of the subject. It is divided into two sections: the first deals with the names of the authors, and the second with the names of the subjects.

is his particular responsibility.

A third cause for monotony comes from repetition in the method of presenting the oral report. The importance of variety in presentation has already been emphasized, and it is in this area that one of the greatest improvements in the oral report can be achieved.

DRAMATIZATION

Probably dramatization is the most popular and effective variety of the oral report. Dramatizing topics causes the children to realize that history is made up of events which really happened to actual people. By this means students can bring their emotions as well as their intellect into play, and thus be made to see the great characters of the past as flesh and blood, with motives of ambition, hope and fear, and to better appreciate their patriotism and high ideals.

Blank¹⁹ has written

Dramatic play and creative dramatics... through the junior and senior high school are a much needed release for the tensions, worries, strains and problems from which boys and girls often suffer. Creative expression... provides an emotional outlet as well as a sense of comradeship and the feeling of being a co-operating member of a group. Each child is made to feel that he is of equal importance in the group. As such he learns that he must consider his fellow schoolmates and he sees that they realize the importance of the contributions he can make.

19 Earl W. Blank, "Let them act it out." Parent's Magazine 22:30, March, 1947.

It is a pleasure to have you here, and we hope you will find the work of the University of Chicago interesting and profitable. The University of Chicago is a place where the highest standards of scholarship and research are maintained, and where the most distinguished scholars of the world are gathered together. We are proud to have you as one of our students, and we are sure that you will make the most of the opportunities that are offered to you here.

WELCOME

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The many gains from dramatization may be worthwhile, but they are not reached simply by telling the pupils to "act it out." As every other technique used in the classroom this too must be taught. The most practical method is for the teacher and pupils together to write a short play for a group to dramatize. Usually some material can be found in the textbook which is not too difficult to adapt to the dramatic form. Step by step the children can see how the plot, the action, and the words for a play can be drawn from an ordinary history book. They can also learn to find additional information in a simple and vivid biography, thus discovering how much more adaptable to the dramatic form is this type of material as against regular textbook material.

When the cooperative play is completed many pupils will have gained enough understanding of the principles of constructing a history play to produce one in a small group without too much guidance.

Dramatization of an oral report does not require much in the way of scenery, costumes, or props. Nevertheless, once their imaginations and creative impulses are stimulated children can do wonders with a minimum of accessories. Provision of these accessories can be made the part of the less verbally minded members in the group.

A great majority of topics for oral reports lend themselves to some form of dramatization. The more simple

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the approach, the easier it is for a group of children to work out the assignment by themselves. The impeachment of Johnson, for example, can be dramatized portraying the impeachment scene in the House of Representatives, and the final count of votes at the end of the famous trial in the Senate. If the group be capable of it these scenes can be actually acted out before the class. However, both scenes can be more simply dramatized by having two talkative ladies watching the trial in the Senate gallery. The whole story can be unfolded through their conversation clearly enough so that all essential details can be grasped.

This type of "second-hand" dramatization usually comes fairly easily to pupils who have been brought up on the radio, and are quite accustomed to filling in the gaps between hearing and seeing. Future generations, more used to television, may not be so easily satisfied!

Examples of simple dialogue can be endlessly extended. Whether it be two plantation owners discussing their problems in the Reconstruction Period, two bricklayers debating the advantages of joining a union, or Augustus and Agrippa planning the Pantheon, the story developed through dialogue has added interest for an audience and gains their attention.

Other varieties of personification can be used as a means of presenting the oral report. Past events can be made real by being broadcast over an imaginary radio. Children delight in fashioning a dummy microphone, and describing

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the battles of Marathon or Gettysburg in the style of their favorite commentator. Presidential campaign addresses, whether of 1800, 1876, or 1912, can be very effective over the make-believe radio, and if appropriate commercials be worked in between the speeches, the interest is thereby accelerated. One advantage of radio presentation is the substitution of the more simple sound effects for scenery.

As a change from talking with notes children often welcome the opportunity to read a report written in the form of a diary or letter. An imaginary trip in the geography class, a letter from an American soldier visiting Rome, the diary of a forty-niner, all offer interesting possibilities to those who enjoy creative writing.

Personification where buildings or objects relate their adventures adds another touch of variety to this form of report. The interest and humor of hearing from Mount Vernon or the Parthenon; a giant redwood tree or the Mississippi; an Indian arrowhead or the music box carried West in a covered wagon -- and all in the guise of a fellow student, render social studies painless as well as informative.

Having a newspaper come to life and presented by a group is an interesting means of giving topics summarizing a unit. One pupil gives the headlines and article headings, while others present articles, editorials, social notes, sports news, etc. Cartoons, diagrams, pictures and other visual aids, may be interspersed to give added interest

and clarity.

Pantomime and puppet shows also may be adapted to the oral report. Where there is little time for rehearsals it is fairly simple for one pupil to read the story and several others, who may be co-authors, to act it out in pantomime. Occasionally puppets are available for use. If not, should they be desired, real puppets are not too difficult to make,²⁰ or cardboard ones may be substituted. Children much enjoy using puppets and even the most timid ordinarily become so engrossed in moving the little figures around they forget to be afraid.

To the social studies teacher dramatics offer the pupil an excellent incentive for acquiring a clear enunciation and strong tone volume. The real desire to get his lines across provides the sugar coating for the bitter pill of drillwork.

Perhaps more than any other form of oral report, dramatization offers opportunity to provide for individual differences. To the show-off comes an opportunity to shine by his own efforts without recourse to antics; to the shy person appears the possibility of self-forgetfulness in characterization; to the unsocial pupil is manifested the need for teamwork; to the gifted child is presented incentive for research and the challenge to create; and to the manual-minded child arises the occasion for providing some simple scenery or props.

²⁰ Helen Sneddon, and N. F. Plummell, "Puppet Plays in Social Studies." School, Elementary Edition 28:252, November, 1939.

GROUP DISCUSSION

In the first chapter it was suggested that employing different types of group discussion is a means of providing interest to the oral report, and the round table, open forum, symposium and Junior Town Meeting were noted as types adaptable to this use.

The round table discussion can be planned to include each individual in a small class, or it can be limited to three to five experts. In either case a chairman would be appointed, whose duty it is to become familiar with the subject and plan and organize his material before the discussion begins. The various divisions of the subject should be clearly understood, and provocative questions should be jotted down to ask of the discussion participants.

The chairman does not take an active leadership role, but starts the discussion and keeps it flowing smoothly, occasionally giving his own supported views. Should there be experts who have analyzed the topic, the chairman may end the discussion with a summary of their analysis.

The round table is perhaps more manageable if the discussion is limited to the experts rather than to the whole class. An air of informality is added when the speakers are actually arranged around a table in front of the class.

A symposium can be held with a group of any size, the number of speeches being limited only by the time available.

The pupils may be asked to impersonate real historical characters discussing an actual or imaginary problem. Julius Caesar, for example, might invite representative Romans of his day to a banquet, and in the symposium following the feast the guests could be asked to give their opinions on how Roman life and government could be improved. An obvious advantage of this type of group oral reports is the ease with which each speaker may prepare his speech individually, and thus avoid any necessity for a rehearsal. The chairman should prepare a few introductory remarks for each speaker, and plan the order of speeches.

The open forum discussion is particularly well adapted for review before a test, as here after the expert has presented his information the listeners ask questions and make comments. If the expert chosen is the top-ranking pupil in the class, usually everyone will gladly respond in an effort to "stump the expert." Class questions, prepared ahead, provide an opportunity for real audience participation in this variety of oral report.

The panel discussion²¹ is usually described as a different form of the round table, with a larger number of experts, and would also be well suited to reviewing where many topics would be under discussion, and numerous leaders necessary.

Since a number of senior high schools participate in

21 Sarett, Foster, and McBurney, op. cit., p. 257.

"Town Meeting of the Air" radio programs, a good many junior high school students listen to them, and are interested in using this type of discussion. The Junior Town Meeting²² makes a good school assembly and so affords an unusual opportunity to stimulate research and good oral reporting. Here a formal statement of views is presented by three or four speakers on each side of a question, a moderator presides, and questions directed at specific speakers are permitted from the floor, although other speakers may respond to a given question.

This form of discussion stresses dramatic action²³ more than the other techniques, and the speakers should stand while talking, and action should be centered at a speaker's desk or a public address microphone.

It should be made clear to the pupils that these discussion programs are different from debates, in that the attitude of the participants is one of searching for facts rather than one of trying to win an argument or put something over on the opposition.

Orthodox debate procedure is also possible as a variety in the oral report. This is another particular technique which requires careful training if it is to be well done. Yet the interest aroused and the information unearthed in a debate over such a question as "Resolved:

22 "Make Youth Discussion Conscious." op. cit., p. 19.

23 Ibid., p. 9.

Alexander was a greater man than George Washington" proves that this medium has its possibilities in presenting topics in oral form.

A variety of reporting which seems to appeal especially to the girls is to have the reports presented as if at a club meeting. Children of junior high school age are usually interested in clubs, and are glad to learn some simple rules of parliamentary law. If these procedures are new to the class they can be given as topics to individuals who will explain them to the group. Since knowledge of parliamentary procedure is necessary for active participation in any organized group, here is a form of oral report with a worthy by-product as well as of interest in itself.

On the day when reports are to be given, a chairman will obtain the title of each talk before the class period begins, and will introduce each speaker. Every pupil in the class may serve as chairman or director at least once during the year, and thus this form of oral report also provides for a measure of audience participation.

THE INTERVIEW

Another means of securing variety for the oral report is to gain the necessary information through the medium of an interview. The personal element always adds interest and reality, and children will listen with keen attention to anything connected with one of themselves. Is the class

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studying Labor? Ask the children to interview their parents or acquaintances who are union members. The resultant collection of union buttons, cards, pamphlets and general information brings the A. F. of L. or the C. I. O. into the experience of the class.

It is often true that pupils whose grades in the classroom are low, appear as leaders in life outside. These children have almost adult freedom to go and come as they please, they prefer to gain information from any source rather than the printed page, and they possess abundant energy and nerve in their social contacts. An interview gives such a child an opportunity to shine in his own sphere, and although the resulting report may be less detailed than a textbook, both the reporter and the class profit by the effort.

Here too the preparation of a specific assignment is an essential for success. The teacher and class must decide exactly what information is desired and state the questions which the reporter should use.

The abundance of subjects which can be made interesting by the personal interview is perhaps surprising. Let the teacher ask at the start of each unit, "Is there anyone we can interview to get information on this problem?" One pupil knows a man that lived near the Alamo; someone else has a brother who was in Rome during the war; another pupil reports that his father lived near Dearborn, Michigan, and he could

tell about Ford's "Greenfield Village" there, and so it goes. Rare is the unit which does not offer some personal contact to the inquiring and resourceful minds of children whose delight in the "interview report" makes them determined to find one.

VISUAL-AUDITORY MATERIALS

Probably the best means of adding interest and meaning to the oral report is the use of visual and auditory materials. McAnulty²⁴ has written

The oral report is the best friend and the worst enemy of good teaching. Carefully used, it adds variety and interest to the class, but all too frequently it becomes a haphazard, monotonous series of lifeless, meaningless words.

The teacher of social studies is engaged in a constant struggle to make words stand for intelligible and clear concepts which are based upon the direct experience of the pupils.

The use of visual-auditory materials serves to enlarge the scope of the pupils' experience, and if combined with the oral report, serves both to heighten its interest and increase its efficacy as a learning process. In such a subject as social studies, where the job is chiefly one of making abstractions concrete, employment of visual materials is essential.

24 McAnulty, op. cit., p. 55.

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Some teachers argue that the use of visual materials takes too much time. This argument may be countered with the assertion that actually time is saved, for without the use of such materials many concepts would take far longer to explain, and never would such clear understandings be achieved.

Certain general principles may be mentioned which apply to nearly all visual and auditory aids suggested in this chapter. First it should be stressed that no single form of visual aid can alone best serve to vitalize the oral report and the learning process, but that a wise selection of several should be brought to bear on the same problem.

Second, the aids best suited to the specific problem should be selected. Each has its advantages and drawbacks, and these should be carefully considered when a choice is being made.

Third, visual-auditory materials should be used only to furnish information that is otherwise inaccessible to the class and that will improve the teaching of the subject. Too frequent use weakens the influence of this material upon a class and dulls the keen interest which is such an important learning element.

Fourth, too frequent use of visual-auditory materials should be avoided for the additional reason that students may become dependent upon this type of material in acquiring information.

Fifth, the art of displaying, using, constructing, and interpreting visual-auditory materials is a technique which requires special training, and should be taught before these materials are employed.

Sixth, previous preparation or motivation enhances the value of the audio-visual aid as a learning factor.

Seventh, the pupils should be given an opportunity for further development of the ideas conveyed by visual-auditory materials. Great pains should be taken to avoid the passive attitude by which students merely look at or listen to something with no consideration of its use to them. Hence, student activity after the use of audio-visual aids should be provided.

THE COMMUNITY

The community provides the actual experience of pupils, and is therefore the most concrete visual aid which can be used to improve the oral report.

Johnson²⁵ has written

The fundamental condition of making history effective in the classroom is to invest the past with an air of reality.... The most effective appeal to the sense of reality is, of course, through reality itself.

The community is the pupils' reality, and can furnish a wealth of illustrative material to make social studies and

25 Henry Johnson, Teaching of History (New York: Macmillan Company, Revised Edition, 1940), p. 163.

The Commission on the Status of Women, established in 1946, was the first international body to deal with the status of women. It was created by the Economic and Social Council of the United Nations. The Commission's mandate was to study the status of women in all countries and to make recommendations to the United Nations on ways to improve it. The Commission has since held numerous sessions and has produced a large body of work, including the Declaration on the Elimination of Discrimination against Women and the Convention on the Elimination of All Forms of Discrimination against Women. The Commission's work has been instrumental in the development of international law and policy on women's rights.

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the oral report more meaningful. Here, on a bank beside the school some naked tree roots supply a vivid example of soil erosion; the nearby river includes both a dam and a lock to indicate water conservation; the Public Library offers an example of Doric columns; the bed of an old canal can be traced and the arches which carried it across the river can still be seen -- the possibilities are endless.

If the object lesson be one which is familiar to the class it is a simple matter for the teacher to include reference to it as part of the oral report assignment. The reporter then may explain the illustration himself, or may, by questioning, draw mention of it from the class.

On the other hand, if the point of interest be unfamiliar or at a short distance, two or three pupils may be delegated to investigate the possibility of incorporating this instance of reality in a group report. For example, several students might make the tour of the new telephone building and report on this section of "Big Business"; a small group might make a trip to the Clinton Reservoir and explain that source of the local water supply, or another group visit the places connected with the Adams family in Quincy. Such groups should be encouraged to purchase post cards, or take pictures, which can be used to illustrate their oral reports.

THE EXCURSION

Occasionally an entire class may observe and study a portion of the community with profit. This could be accomplished by an excursion or school journey, which is a visual aid providing definite information through first-hand experience, and is a novel and interesting method of vitalizing a social studies report, and creating appreciations and understandings.

The school journey is a technique requiring special knowledge and planning on the part of the teacher if it is to be utilized to its fullest value. Many informative articles may be studied on the subject which describe in detail the planning with pupils and school authorities, arrangements with parents, methods of meeting the expense involved, protection from liability for injuries, means of transportation, conduct on the trip, procedure at the destination, and interpretation of the excursion.²⁶ Of interest here is the way by which the school journey can be used as a medium for improving the quality of oral reports.

As in all motivation, part of pupil preparation for a school journey is to bring about an awareness that it meets an actual need, for example to gain increased factual

²⁶ Henry C. Atyeo, "The Excursion in Social Education", in William H. Hartley, ed. Audio-Visual Materials and Methods in the Social Studies. (Eighteenth Yearbook of the National Council for the Social Studies, Washington, D. C.: The Council, 1947), p. 35.

knowledge, or to become acquainted with working conditions in a large factory. The value of the expedition is heightened by asking individual pupils or small groups to report on various aspects of the study, thus combining the proof of need with a necessary follow-up interpretation or activity.

Discovery adds zest and interest to the school excursion, and perhaps it is better in planning for the trip to lay the groundwork for later discoveries by the pupils, rather than to give them all the information ahead of time. A list of problems to be solved or questions to be answered may be assigned to individuals or small groups which will guide their preparation for some resulting oral reports.

A class forum or discussion of the reports can provide one form of final activity on the excursion. Other opportunities for using data gathered afield include notes, summaries, diaries, scrapbooks, booklets, debates, dramatizations, construction projects, follow-up visits or interviews, independent investigations of a similar nature, exhibitions of photographs or slides made from negatives exposed on the trip, exhibitions of materials collected, and illustrations such as maps, charts, drawings, etc.²⁷ It is obvious that most of these suggestions can be combined with or made the

27 Edgar C. Bye, "Direct Experience Through Field Studies." National Education Association, Department of Secondary-School Principals, Bulletin 31, Chapter 4, May 1947, p. 87.

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basis of, interesting and meaningful oral reports.

THE MUSEUM

The museum comes next to the community as the most concrete representation of reality among the visual aids. Many subjects included in social studies are far removed from the local community, but here direct experience can often be gained through the help of a good museum. Pupils cannot be taken to Egypt to visit ancient tombs, but a trip to the Boston Museum of Fine Arts permits pupils to walk into an actual tomb, to study the hieroglyphics on the walls, to examine real objects used by ancient Egyptians, and to observe some genuine mummies.

Should the museum not provide the actual object it can often make the past real by models and pictures. Pupils studying Columbus, for example, may be encouraged to visit the museum at Phillips Academy, Andover, and study the ship models; for here in one room are collected models of many eras, all in the same scale. The little Santa Maria and her sister ships look hardly bigger than row boats in contrast to the Morgan yacht, Corsair. Students can really appreciate the courage of Columbus and his men in venturing upon a broad and unknown ocean in these tiny boats.

If the teacher is fortunate enough to find a museum of science and industry within reach of the school, such topics as Thomas A. Edison and his work, the discovery of

ORIGINAL ARTICLES

THE EFFECT OF VITAMIN C ON THE URINARY EXCRETION OF URIC ACID

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Uric acid is excreted in the urine in two forms, as uric acid and as sodium urate.

The former is the normal form, and the latter is the form which is excreted in

the urine in the case of gouty patients. It has been shown that the excretion of

uric acid is increased in the case of patients with gout, and that the excretion of

sodium urate is decreased. This is in accordance with the theory that the

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the telephone, and the invention of the automobile, offer interesting possibilities of combining social study reports with museum tours. The New York Museum of Science and Industry, for example, offers many combination "lessons and museum tours which teach by the exhibit in operation."²⁸

The museum may be visited by individuals, small groups, or an entire class. A museum trip would, of course, require the same techniques as the school journey, and would offer the same opportunities for stimulating and enriching oral reports.

Most museums provide educational services about which it is the duty of the teacher to become conversant if this visual aid is to serve its full purpose. It is customary to have models, exhibits and slides available for borrowing, and occasionally motion pictures and filmstrips. Some museums do much more. The American Museum of Natural History, Department of Education, in New York, has an audio-visual aids center which displays all types of visual aids equipment, and which contains a projection room where teachers may preview motion pictures, filmstrips or slides, before borrowing them for the classroom. The Fine Arts Museum in Boston will show some of their wonderful collection of slides in their theatre, or will send a museum speaker to exhibit

²⁸ Robert P. Shaw, "An Educational Program at the New York Museum of Science and Industry." Progressive Education 14:539, November, 1937.

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and explain the slides in the local schools. The Children's Museum in Jamaica Plain has available some moving picture films which can be viewed in its theatre, and it has many fine exhibits of specimens and models which it will loan to schools.

It should not be forgotten that using the art museum to enrich visual perceptions and make social studies real serves many purposes. Not only is here provided a visual aid which should add inspiration and clarity to the oral report, but also is provided a means of developing the aesthetic and artistic sense of the pupils, and of awakening some understanding of the great heritage of the past.

SPECIMENS AND MODELS

Although it may sometimes be desirable to take a class out into the world to observe an object in its natural setting, it is often preferable to bring the objects into the classroom. Specimens and models are visual aids which are both concrete and interesting, and provide not only keen inspiration, but also a wealth of opportunity for oral reports. Objects which could be brought into the classroom would include artifacts like arrowheads, harpoon tips and bits of pottery; remains as fossils, scarabs, or a piece of whalebone; specimens like coins, confederate currency, a cotton boll complete with seeds, old letters, early newspapers or antique household utensils; and authentic models

including dolls dressed in appropriate costumes, models or casts of famous statues, and scale model trains and airplanes.

Authentic material like the foregoing, which might be termed realia²⁹ can be used to inspire good oral reports. Here is an object which can be examined on all sides, and which has vividness and appeal. If it could speak what would it say? What has been its background and history? The imagination of the pupil is stirred and his desire for research stimulated. Here is a unique opportunity to tell the class something they really desire to know, and a challenge to find facts and possibly pictures which will make the story complete.

In use of models certain precautions should be observed. Here is a representation, and not a reproduction, and therefore pupils should be led to consider the differences between the original and the model in such factors as size and materials. The students can be aided to gain the correct concepts by comparison with something within their own experience, as the length of the school building, the height of a tall monument, or the marble in the community library or nearby church.

In the junior high school many children are at the

29 Irene F. Cypher, "Realia Make the Social Studies Real," in William H. Hartley, ed., Audio-Visual Materials and Methods in the Social Studies. (Eighteenth Yearbook of the National Council for the Social Studies. Washington, D. C.: The Council, 1947), p. 61.

stage of collecting things. Stamp collections provide specimens of historical and geographical significance. Tales from mythology are suggested by the Greek Airpost Issue of 1935,³⁰ historical issues of American stamps portray the greater part of American history, modern Greek and Italian stamps provide many interesting references to Greek and Roman history, while stamps from all over the world tell of places and animals which illustrate geography.

As has already been suggested, one good source of specimens and models is the museum loan exhibit. Objects which can be touched and observed closely seem much more real than those seen in a glass case. Such an exhibit also can provide inspiration for making projects to display in a classroom exhibit in a later unit. Mummies in their cases, an accompanying sarcophagus, pyramids, obelisks, a working shadoof, an Egyptian Princess with her wig and jewels, all offer a combination of model construction and oral report in which the latter meets a natural need, and gains accordingly.

Many times also, specimens may be borrowed from other teachers, or from people in the community. It is fairly common today for girls to have manikin dolls which they delight in clothing with dresses correct for the period being studied. Boys who have scale model trains, boats and planes, are glad to add them to an exhibit. It is truly amazing the

30 Stories from Postage Stamps. Advertising booklet, 1947, of H. E. Harris & Co., Boston 17, Mass.

amount of material which children can dig up once their interest is aroused.

Free and interesting visual materials may also be obtained from sending to sources listed in such a reference book as the Elementary Teachers' Guide to Free Curriculum Materials, published by the Educators' Progress Service, in Randolph, Wisconsin.

An interesting, and little known source of specimens and other visual materials has been reported by Cudeback³¹ in which clubs have been formed by members from many countries in the world, who reciprocate in sending each other samples, objects, pictures and the like. Mr. Cudeback has received, for example, over four thousand colored view cards from sixty-seven different countries of the world, atlases and geography books of interest and value, an ostrich feather fan from the Gold Coast, and many coins, stamps, flags, etc. Mr. Cudeback stated that he would be glad to extend further information about these clubs to any teacher who cared to write him.³²

DIORAMA

A special form of realia is the diorama, which Cypher³³ defines as a

31 C. Wade Cudeback, "A Teacher Gives a Visual Aid Suggestion." The Social Studies 37:361, December, 1946.

32 C. Wade Cudeback, 632 West 58th Street, Ashtabula, Ohio.

33 Irene Cypher, "Three Dimensional Learning," The Nations' Schools 34:52, September, 1944.

a miniature, three-dimensional group consisting of small modeled and colored figures and specimens with accessories, in an appropriate setting and in most instances, artificially lighted. The scale and size of the group are variable; there is no standard shape.

Where depth as well as width and height is important to the learning process the diorama and the stereoscope³⁴ are the only means yet devised to indicate this in the classroom.

The diorama is a medium which permits the teacher to bring little sections of the world right into the classroom where they may be studied at close range. It is like a small stage set in a box, except that the background, if representing the outdoors, should be curved, to indicate the actual curvature of the earth.

Children are already familiar with Christmas Manger scenes, which are similar to the diorama; some indeed may have seen actual dioramas in museums or libraries, so the idea of the three-dimensional scene is not difficult for them to grasp.

A perfect diorama, is of course, quite beyond the ability of the average group to produce, yet even on a small scale with an eight by ten inch front and a depth of four inches, some realistic backgrounds as for a desert scene, the Nile Valley, or a colonial kitchen may be contrived. The small figures and objects in the scene are best made

34 See "Stereoscopes," p. 97 of this chapter.

The following is a list of the names of the persons
 who have been appointed to the various offices of the
 Board of Directors of the City of New York, for the
 year 1891, as provided by the Charter of the City.
 The names are given in alphabetical order.

President: John A. B. Smith, Mayor of the City.

Vice-President: John A. B. Smith, Mayor of the City.

Directors: John A. B. Smith, Mayor of the City.

(Continued)

Directors: John A. B. Smith, Mayor of the City.

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Directors: John A. B. Smith, Mayor of the City.

(Continued)

from wax of clay to give the sense of depth. If cardboard must be used for figures it should be rounded, and thick enough to give a semblance of body. Some electrical expert in the class will delight in arranging for the lighting effects.

It is perhaps best to make the diorama the core or center around which the unit is based, and certainly other visual materials should be planned to accompany it. The diorama may be placed on a table in the front of the classroom with objects or articles used by the people in the miniature group arranged around it. Pictures completing the story may stand on the chalk tray behind the table, or hang on the bulletin board nearby.

The production of such a scene or exhibit is a keen stimulus to research and offers a real need for oral reports in its explanation. Thus the diorama joins with other forms of realia as a medium for improving the oral report.

PICTURES

Experiences with reality provide the best and clearest concepts connected with the oral report, but when realia is not available pictures or representations of reality are visual aids which furnish a very acceptable substitute. No less an authority than Knowlton³⁵ has stated that "The picture

³⁵ Daniel C. Knowlton, History and the Other Social Studies in the Junior High School. (Boston: Charles Scribner's Sons, 1926), p. 70.

may be said to hold a pre-eminent place among all the means available for the successful presentation of history to junior high school pupils. "

Pictures may be divided into the two general types of still and motion. Still pictures include photographic prints, text book and newspaper illustrations, slides, filmstrips, transparencies and stereographs.

Pupils making oral reports can learn that still pictures have certain advantages over motion pictures, for in them motion is arrested, and relationships, objects, people and situations, may be studied in detail. Motion pictures quite obviously demand some separate consideration but many points can be made concerning still pictures as a group before each is discussed individually.

The picture serves much the same purpose for the oral report that it accomplishes for social studies in general. The experiences of the students are augmented, and their sense of reality developed; concepts are clarified and enriched; improved understandings are established; imaginations are stimulated; impetus for further study is gained; and the retention of material is increased.

It has frequently been pointed out that pictures have particular value for children of low intelligence or inferior reading ability,³⁶ and this cannot be denied.

³⁶ Ernest Horn, Methods of Instruction in the Social Studies, Part XV of the Report of the Commission on the Social Studies (New York: Charles Scribner's Sons, 1937), p. 363.

It should be emphasized that pictures also serve a vital purpose for the gifted pupil as this pupil often has formed incorrect images for words and expressions met in his wide reading.

Pictures aid all students in the class in obtaining similar images for words used. This is a vital service, for it is evident that with multiple experience backgrounds, as well as varying levels of reading ability and of intelligence, there will be varying understandings for each social study concept. Illustrations accompanying the oral report provide common experience for comprehending and clarifying concepts so that the class proceeds upon a common basis.

Pictures also may be used to provide an atmosphere and when shown at the start of a unit, supply an initial interest and impulse for continued study of the problem. Here then, is an opportunity for an occasional oral report, which can be given before the class as a whole has worked out the entire unit assignment. Such early use of pictures does not lessen the need for further illustrations as the unit is developed.

Children should be encouraged to find pictures themselves to illustrate their oral reports, but they should be taught some basis of criticism for their choice. Such criteria would include appropriateness, significance, clarity, interest and historical accuracy. The latter consideration is particularly important as with inaccurate

pictures students will gain and remember incorrect concepts. Two interesting lessons on accuracy are suggested by Johnson.³⁷ The first is to compare the picture of the landing of the Pilgrims by Sargent³⁸ often reproduced in textbooks, with the historical account by Channing.³⁹ Then find a reproduction of Leutze's Washington Crossing the Delaware and observe what inaccuracies can be found in this famous painting. After such a study the pupil will certainly be more alert to possible inaccuracies, and his habit of critically studying pictures will be strengthened.

Thorp⁴⁰ has shown that deductions and interpretations from pictures are not made satisfactorily by pupils without definite instruction in this art.

In using still pictures to illustrate an oral report emphasis should be upon explanation of things depicted rather than a mere summary of visual details. Pupils can be taught that all pictures contain abstractions,⁴¹ and that

37 Johnson, op. cit., p. 192.

38 The Pageant of America, Yale University Press, 1927, has six pictures of the "Landing," including the Sargent picture. See Vol. 6, pp. 200-201. See also notes, p. 348.

39 Edward Channing, History of the United States, Vol. I, New York; 1926 ed., p. 320.

40 Mary T. Thorp "Studies of the Ability of Pupils in Grades Four to Eight to Use Geographic Tools," in Teaching of Geography (Thirty-second Yearbook of the National Society for the Study of Education, 1933), p. 494.

41 Hoban, Hoban and Zisman, op. cit., pp. 187-191.

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we consider the case of a system of particles and continuous media.

7. The seventh part is devoted to the case of a system of particles and continuous media.

8. In the eighth part, we consider the case of a system of particles and continuous media.

9. The ninth part is devoted to the case of a system of particles and continuous media.

10. In the tenth part, we consider the case of a system of particles and continuous media.

11. The eleventh part is devoted to the case of a system of particles and continuous media.

12. In the twelfth part, we consider the case of a system of particles and continuous media.

13. The thirteenth part is devoted to the case of a system of particles and continuous media.

14. In the fourteenth part, we consider the case of a system of particles and continuous media.

15. The fifteenth part is devoted to the case of a system of particles and continuous media.

16. In the sixteenth part, we consider the case of a system of particles and continuous media.

17. The seventeenth part is devoted to the case of a system of particles and continuous media.

18. In the eighteenth part, we consider the case of a system of particles and continuous media.

19. The nineteenth part is devoted to the case of a system of particles and continuous media.

20. In the twentieth part, we consider the case of a system of particles and continuous media.

21. The twenty-first part is devoted to the case of a system of particles and continuous media.

22. In the twenty-second part, we consider the case of a system of particles and continuous media.

23. The twenty-third part is devoted to the case of a system of particles and continuous media.

24. In the twenty-fourth part, we consider the case of a system of particles and continuous media.

25. The twenty-fifth part is devoted to the case of a system of particles and continuous media.

26. In the twenty-sixth part, we consider the case of a system of particles and continuous media.

27. The twenty-seventh part is devoted to the case of a system of particles and continuous media.

28. In the twenty-eighth part, we consider the case of a system of particles and continuous media.

29. The twenty-ninth part is devoted to the case of a system of particles and continuous media.

30. In the thirtieth part, we consider the case of a system of particles and continuous media.

these should be pointed out by the reporter. Abstractions connected with size, distance, and depth might first be noted. A sense of size can be gained by relating objects to the human figure or to some well known thing like a door or an automobile. Distance and depth can be observed by remarking the diminution of size as forms recede into the background. Motion, speed, weight, color, temperature, sound, odor and taste also may be established by such questions as, Is anything moving in the picture? Is it fast or slow motion? Is anything heavy in the picture? How can you tell? Is there any indication of color? What does the relative blackness and whiteness suggest? Does the picture give any indication of temperature? Does the picture show that sound is being produced? Does the picture portray a scene that would be accompanied by fragrant, pungent or unpleasant odors?

Explanation also can be extended to include an understanding of the relationship between an individual picture and the period it represents. Do the pictured people wear their best clothes? What would be worn for everyday? Does the illustration indicate a home of wealth? What might be different in the home of a poor person?

The demand for such critical interpretation of pictures provides a keen stimulus for a student using them to illustrate an oral report. He is challenged with the necessity of defending his choice of illustration, and of

preparing such a good interpretation that his audience will not have too many questions to fire at him afterwards.

Wesley⁴² has listed ten questions and exercises which may serve as a guide for class discussion of pictures following an oral report. Such critical discussion provides for audience activity as well as further training in the skill of reading and interpreting pictures.

1. Does the caption fit the picture? Would a different one be more appropriate? Does the picture show more than the caption indicates?
2. What factors or elements does the picture present that could not be adequately presented in words?
3. What is the probable purpose of the picture?
4. In case the picture is a drawing or painting, ask the class to look for errors or inconsistencies.
5. Include some items based upon pictures in the tests and examinations.
6. Ask the class to relate the picture to other aspects of the lesson.
7. In case the picture is that of a man or a public building, ask the class whether it deserves attention.
8. Ask the class if the picture conveys a sense of the reality of the place, person, or scene.
9. In the case of cartoons raise questions as to the validity and fairness of the idea.
10. Appreciation of pictures and cartoons will be greatly increased if the students attempt to draw some of their own.

42 Wesley, op. cit., p. 343.

The Committee has been instructed to consider the following

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The way in which pictures are used depends upon the purposes they are serving. If visual imagery alone be the object of the report mere exhibit of material with accompanying oral explanation might suffice. Such an exhibit method has the advantage of simplicity and takes less time than the critical method already suggested. However, most teachers will agree that some interpretation is both advantageous and necessary.

In the use of pictures several precautions should be noted. Illustrations should deal chiefly with the central points of a unit, rather than with interesting but unimportant details, otherwise the pupil's thought may be diverted from the main problem, and distorted impressions of relative importance obtained. Pictures should not be confined to isolated examples, but should be grouped together for the purposes of showing development or comparison if possible. Not too many pictures should be shown at one time, for when the attention of the pupil is concentrated upon a few pictures he is more apt to gain greater understanding than if his attention is diffused upon many pictures. Finally each type of illustration makes its own special contribution to the oral report, and the particular advantages of each should be made clear to pupils, so that a wise choice can be made when the report is being prepared.

FLAT PICTURES

Pictures provide the most easily available type of visual material which can be used to illustrate the oral report. Every teacher of experience has a generous supply of photographic prints which have been collected from magazines, newspapers, discarded books and from advertisements. Such pictures are here termed "flat" to differentiate them from projected pictures.

There is no question about the appeal which pictures have for students. When Fendrick⁴³ tested the newspaper reading interests of high school and college pupils he found that both age levels have a preference for photographs, comics and cartoons, in that order. The universal popularity of so-called comic books and such magazines as "Life" and "Look" give further evidence of the charm of pictures; and the power of this medium to convey information is becoming more generally recognized.

Next to increased understandings, it is probable that the chief benefit for the reporter in using pictures to illustrate an oral report is a feeling of confidence. He gains assurance through knowing that his audience is interested in what he is showing them, and added fluency through the visual presence of many details he might otherwise forget.

⁴³ Paul Fendrick, "Newspaper Reading Interests of High School and College Students." Journal of Educational Research 34:522, March, 1941.

The Chinese proverb "One picture is worth a thousand words" only applies if the right picture is used and if it is correctly displayed.

Use of the criterion previously mentioned for judging pictures is particularly important when flat pictures are being selected. Here the choice is so wide and the supply of inferior pictures so numerous that pupils must be especially careful to look for those which are most appropriate and historically accurate.

Pictures should be carefully prepared for display in class. Mounted pictures are easier to handle and show, and students should be encouraged to mount pictures on light-weight cardboard. Any adhesive can be used for mounting but rubber cement is the most satisfactory, as it can be wiped off without injury to the picture or mount. It is more practical to paste the entire picture to the cardboard than merely to attach the corners.

In displaying pictures three factors are to be considered: a harmonious and pleasing background, the ease with which the exhibit may be viewed by the entire class, and the number of pictures which should be visible at one time.

The background may provide atmosphere by furnishing an appropriate setting for the subject, country or period under discussion. Textiles printed in historic designs and

The following is a list of the names of the persons who have been named in the foregoing chapters, in the order in which they are mentioned in the text.

1. The first person mentioned is the author, who is named as "John Doe".
2. The second person mentioned is "Jane Smith", who is the wife of the author.
3. The third person mentioned is "John Doe", who is the son of the author.
4. The fourth person mentioned is "Jane Smith", who is the daughter of the author.
5. The fifth person mentioned is "John Doe", who is the brother of the author.

The following is a list of the names of the persons who have been named in the foregoing chapters, in the order in which they are mentioned in the text.

1. The first person mentioned is the author, who is named as "John Doe".
2. The second person mentioned is "Jane Smith", who is the wife of the author.
3. The third person mentioned is "John Doe", who is the son of the author.
4. The fourth person mentioned is "Jane Smith", who is the daughter of the author.
5. The fifth person mentioned is "John Doe", who is the brother of the author.

The following is a list of the names of the persons who have been named in the foregoing chapters, in the order in which they are mentioned in the text.

1. The first person mentioned is the author, who is named as "John Doe".
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3. The third person mentioned is "John Doe", who is the son of the author.
4. The fourth person mentioned is "Jane Smith", who is the daughter of the author.
5. The fifth person mentioned is "John Doe", who is the brother of the author.

The following is a list of the names of the persons who have been named in the foregoing chapters, in the order in which they are mentioned in the text.

1. The first person mentioned is the author, who is named as "John Doe".
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3. The third person mentioned is "John Doe", who is the son of the author.
4. The fourth person mentioned is "Jane Smith", who is the daughter of the author.
5. The fifth person mentioned is "John Doe", who is the brother of the author.

scenes may be used for hangings, and specimens and models may contribute further touches of local color. Care should be taken, however, that the pictures for study be shown against a background which is uncluttered and which permits concentration upon the picture itself.

It is important that all pictures be shown by a method which provides the stability and height most conducive to easy and clear vision from all parts of the room. The best method would vary with such circumstances as the extent of the room and the class, and the size of the illustration. Without a projector some of the best means of presenting illustrations are hanging them from a wire by hooks or paper clips, using the bulletin board, arranging them along the chalktray of the blackboard, and exhibiting them from an easel. If no stable mount is feasible a fellow pupil may hold each picture while it is being discussed. It is suggested that the reporter be discouraged from holding his own pictures, as this usually results in the least satisfactory view for the audience.

As a last resort pictures may be held by pupils who walk up and down the room, or they may be passed around the room from pupil to pupil. Should a picture be too small to be viewed from the front of the room, and an opaque projector be unobtainable, the latter methods may be necessary. But such procedures are not recommended, and an adequate sized picture should be stressed as an important

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consideration when the original selection is made.

If only one picture at a time is visible, comparisons and analytical criticism by the class are made very difficult. Should the reporter consider that simultaneous view of three or four pictures is necessary to show development or comparison, he should select the means of display which makes this possible. Obviously class discussion of pictures would come at the end of the oral report, and should this be desired all the pictures would have to be visible at that time. To show the pictures over one by one for such a purpose would be much too lengthy, and for class criticism a method of display in which all pictures are permanently on view should be selected.

OPAQUE PROJECTOR

The most satisfactory method of displaying pictures is by means of the opaque projector, for here pictures may be shown on a screen and the smallest details be as clearly visible to the students sitting in the back of the room as to those sitting in the front row. This type of projector is designed to show non-transparent material such as photographic prints, drawings, maps, postcards, and even textbook illustrations. These materials are reflected as images on the screen from mirrors in the projector. There is a resulting loss of intensity in the illumination, and for greater

clarity and brilliance the projector should be placed fairly near the screen. Care should be taken to place the screen exactly parallel to the projector lest there be distortions of the image.

The opaque projector requires a fairly dark room for good results, and this makes it difficult for the class to take notes or the reporter to use notes. On the other hand the darkened room tends to center the attention on the picture, and color and details can be studied to best advantage.

Pictures to be so displayed should be mounted on a cardboard cut to 7" x 10" and the picture trimmed to 6" x 6" as this is the full projection area of a standard opaque projector. Larger pictures can be used, however, by moving them around in such a way that eventually the entire picture is observed. In such a case the frequent moves may well persuade the class they are seeing "moving pictures."

It is important that pictures shown in an opaque projector be mounted, and small pictures must be mounted as otherwise they will be very difficult to handle and will flutter uncontrollably from the fan. The heat from the bulb is so intense that the fan is necessary, and this is a factor which must be considered.

Among its advantages, the projector is very simple to use and two pupils in the class may easily be trained to

show the pictures, leaving the teacher free to concentrate upon the oral reports being given.

Another advantage of the opaque projector is its suitability for group reports, where each pupil may present a different type of visual material, as for example photographic prints, maps, hand drawn pictures, graphs and pictograms.⁴⁴ The modern opaque projectors also provide means for showing slides so that these may be included and thus a group report of variety and interest may be provided.

The greatest advantage of the opaque projector is the infinite supply of the illustrative material which it will display. A rare illustration from a library book shows as readily as a picture post card, and the beauty and charm of color can be shown as easily as the black and white.

Some disadvantages of the opaque projector lie in the difficulty of securing one just when its use is desired and the problem of getting a room dark enough, as on a sunny day dark curtains are needed for a clear image.

TEXTBOOKS

Perhaps the most easily available visual material is that found in the textbook. Here is included drawings, photographs, prints, maps and many other types of graphic illustrations. All such illustrative materials possess the

⁴⁴ Graphic materials and other types of projected materials are discussed later in this chapter.

great advantages of being pertinent to the subject, expertly chosen, and accessible individually to each pupil.

Much of this illustrative material contained in the text may be used with an oral report, and pupils should be expected to consider the possibilities of their textbook as a part of their regular report preparation. Discounted at once would be any maps or charts which are also shown on the wall map or map stand. It is far more effective for the reporter to walk over to a big map and locate a city, trace a boundary, or follow a line of march than to have pupils do this for themselves on a small textbook map with which they are presumably more familiar. Discounted too would be any illustration which had been studied carefully in class, since one purpose of the oral report is to bring forth new material. This would still leave a great majority of the textbook illustrations available, however. It is safe to assume that most children, unless otherwise compelled, merely look at pictures in a book, and seldom bother to really think about them. Thus if the reporter combines a wealth of background information with critical interpretation, textbook illustrations may provide both stimulation for and clarification of the oral report.

PROJECTED MATERIAL-SLIDES

In the opaque projector one type of projected picture has already been discussed and several suggestions made for using this type of material to illustrate oral reports.

Images projected on a screen require a darkened room, and this centers attention on the screen thus providing concentration on the illustration being discussed. Use of projection equipment is apt to be novel and dramatic, and pupils employing this means to accompany oral reports will usually work hard to give an interesting talk and not disappoint their audience.

Slides and filmstrips are two types of flat pictures which may be shown only by projection. Glass slides⁴⁵ include two general types. There are photographic slides made from original negatives by commercial concerns, showing reproductions of photographs, prints, posters, textbook illustrations, maps, charts, graphs, diagrams and the printed page. There are also pupil-teacher made slides on which may be reproduced almost any illustration which can be drawn or traced on paper.

The slide projector is easily operated by pupils, and the process of proceeding from one slide to another is so simple that the saving of time is an added advantage.

⁴⁵ Hoben, op. cit., pp. 160-161.

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The student who desires to use slides to illustrate his report usually finds a good supply of commercial slides available. Many schools have fine collections of slides, but if this is not the case they may be cheaply purchased, or borrowed from such sources as museums and libraries.

Slides are easily made by pupils. Regular window glass can be cut to the proper size, (usually $3\frac{1}{2}$ x 4 inches) and bound with passepourtout or regular adhesive. Then the picture may be traced on the slide with ink, and it is all ready to show on the screen.

More elaborate pictures can be made by use of etched glass. This is plain glass which has been roughened on one side with acid, so that a design may be made on it with pencil, colored pencil, or special ink. If the glass be laid over the original, with the rough side up, a tracing may easily be made, and later colored.

Cellophane slides may be made by tracing the original drawing on cellophane with a fine pointed pen and India ink, and colored with transparent water colors. Sometimes for variety pupils like to type short captions in red or black print on cellophane. The pieces of cellophane with the drawing or lettering only have to be bound between two clear glass slides to be ready for immediate use.

For novelty an occasional silhouette slide may be desired. This is made by cutting figures from any opaque

paper and pasting them on cellophane and inserting between glass slides as above.

It might be interesting to note that lantern slides may be used by pupils who wish to enlarge maps. The projected map may be shown in the desired proportions either on a blackboard, or on a piece of muslin cloth, and then traced.

It must be remembered that such details as these are of great value in improving the oral report. It is just such novelties which stimulate interest to make a good report, and which supply confidence due to the assurance of close attention from an audience which is seeing something different rather than being bored with a continuation of the same old thing.

One method⁴⁶ of using slides for oral reports is to let the class preview the slides, listing under each slide title the questions which arise about that particular picture. After all the slides have been shown they could then be divided into groups by topics for oral reports, and each group be given the questions pertaining to their particular slides for the basis of their reports.

Slides are particularly adapted to group work as some pupils will enjoy doing research on the topic, while others

46 Dorothy B. Mortimer, "Our Class Uses Lantern Slides," in William H. Hartley, ed. Audio-Visual Materials and Methods in the Social Studies. (Eighteenth Yearbook of the National Council for the Social Studies, Washington, D. C.: The Council, 1947), p. 99.

will delight in making a variety of slides to illustrate the important points.

Pupils should be encouraged to illustrate their reports with three or four lantern slides properly studied and discussed rather than to flash twenty or more hastily on the screen, with a few words to accompany each.

There is little agreement among the authorities as to whether slides may best be used at the beginning or end of a unit. By some it is recommended that a number of views be shown to introduce a unit, and by others it is urged that slides and visual aids in general be used more frequently as a summary or review lesson.⁴⁷ It is generally agreed, however, that a small number of related views can be used to advantage whenever in the unit such knowledge would be of value.

The use of glass slides has several advantages in comparison to other projected material. The room does not have to be completely dark as for the opaque projector. The slide may be left in the projector for any length of time and can be studied in detail, which cannot be done in the moving picture. Finally, it is possible to choose exactly the slides desired for a particular purpose, and show them in any order, which is impossible with the filmstrip.

⁴⁷ Horn, op. cit., pp. 368-369.

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FILMSTRIPS

The filmstrip is a series of 35 mm. pictures on a strip of film so arranged that they may be shown consecutively in a projector designed for this purpose. Occasionally the filmstrip is referred to as a film roll, as the strip comes in a roll for exhibition. On the film are some twenty-five frames or separate views.

Since both the projector and the strip rolls are small, this type of projected picture is easy to carry around and store. It is also easy to operate, and can be entirely managed by pupils after one lesson. As in the slide projector the change from one picture to another is so quick that no time is lost in the process.

The pictures which are shown on the filmstrip are carefully selected by experts, and thus the job of choosing the best and most accurate picture is already done. There is also the advantage of the information which is provided with each picture. This information is sometimes included in the filmstrip itself, and sometimes comes in a separate folder or manual.

Children enjoy looking at the filmstrips and pupils giving oral reports are glad to be permitted to use this type of illustration.

The filmstrip is not easy to adapt to the needs of the oral report, however, as it is less flexible than the

CHAPTER I

THE HISTORY OF THE UNITED STATES OF AMERICA

From the first settlement of the English in North America to the present time, the history of the United States has been a history of progress and development. The early years were marked by the struggle for survival and the establishment of a permanent home. The middle years were characterized by the growth of the colonies and the struggle for independence. The present time is marked by the establishment of a new nation and the struggle for progress and development.

The first settlement of the English in North America was made in 1607 at Jamestown, Virginia. The settlers were sent by the Virginia Company to establish a permanent home. They found a fertile land and a friendly people. They began to build a new life for themselves. They planted crops and raised livestock. They traded with the Indians. They grew in number and in power. They became a nation.

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slides. It is difficult to take just a few views out of the strip to illustrate a certain topic, for the film is continuous and is most easily shown as an entity. It is necessary, therefore, to adapt the topic of the oral report to the subject of the filmstrip, and plan the whole period around the use of one film roll.

It is difficult to divide the filmstrip for discussion among three or four pupils. For such a purpose these pupils must have an opportunity to preview the pictures, divide them up amongst themselves, and each list the views or subjects concerning which he will look up further information. This can be done, but it is a fairly lengthy process, and not one a teacher would care to repeat often. However, for the benefit derived from the extremely fine pictures, and for the interest and variety afforded by this type of visual aid, the filmstrip is well worth using.

The sound slide film is a variation of the strip film. Here a sixteen inch transcription record accompanies the conventional 35 mm. filmstrip. The record plays at 33 1/3 rpm. and provides fifteen minutes of continuous sound. Synchronization with the film is not difficult as either the sound of a chime in the record indicates when to turn the knob to the next frame, or the recorded voice announces the number of the next frame.

This interesting innovation in the familiar strip

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film can be used to arouse pupils to prepare better reports and see if they can equal the record for interest. It is even possible that some enterprising pupils might desire to prepare their own recordings to accompany a filmstrip by use of the wire recorder.

In summing up the advantages of filmstrips it can be stated that they are cheaper than glass slides, there is no danger of breakage, the pictures never get out of order, and they are easily stored. The disadvantages for the oral report particularly are that the order cannot be changed, a few pictures cannot be used at a time, and preview by pupils is difficult. As with all projected material, there is the added problem of obtaining the use of the projector at the exact time it is needed.

STEREOGRAPHS

A stereograph is unique among pictures for it alone is able to portray depth and perspective. The principle of the stereoscopic picture is the same as that of the eyes, for it presents two images taken through two lenses. Photographs, taken by two cameras or a double camera, and arranged at slightly different angles, are enlarged and merged into a single image by the lenses of the stereoscope. This gives an appearance of relief or depth, and a dramatic air of reality very different from the flat picture. For understandings where the third dimension is important, as in the size of the

Grand Canyon, the stereograph is the best visual aid that can be used.

Some schools have available several of the old fashioned style stereoscopes that were so popular both at home and school in the period following the Civil War; or there may be a so-called telebinocular which is a larger mounted instrument and generally placed on a table. Today, many children have an up-to-date stereoscope called a Viewmaster. There are numerous prints of both geographic and historic interest which can be used in these projectors, and which are easily and cheaply purchased if the children do not have them.

The greatest disadvantage of the stereograph at the present time is that it must be viewed individually. Pupils can be assigned pictures to study in the stereoscope, and this individual work can be followed by group use of the lantern slide in class.

To use the stereograph in an oral report, several pupils may make an individual study of some stereographs, and then contribute their understanding of depth and perspective to the class in explanation of duplicate, or similar, lantern slides. In this case the feeling of sharing an experience not possible to all develops in the reporter a keenness of observation and a sense of initiative and responsibility. His remarks on the slides are accepted with

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interest and respect by the class because he is known to have had added experience on the subject.

A second means of using the stereograph as a basis for understanding other pictures or slides in an oral report is to have the stereoscope passed around the entire class during a laboratory period preceding the report. In this method the reporter and the audience have shared a common experience which can be drawn upon to make the oral report more interesting and meaningful.

TRANSPARENCIES

Children are always interested in transparencies whenever they are on view at a museum or exposition.

A transparency is a positive made by contact or enlargement from a negative, and must be viewed against an adequate source of light to be observed. An effective method is to fasten the transparency against a window where it may be viewed by the entire class.

Transparencies are seldom available today, but if children are made aware of them, occasionally one will be brought to class to illustrate a report. Because of their rarity they are always regarded with keen interest. Should it be possible to have one remain in the classroom it will be found useful for tracing objects and natural forms. Transparencies are often colored, and give a beautiful luminous effect not found in any other form of picture.

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed analysis of the problem.

3. The third part is devoted to a detailed analysis of the problem.

4. The fourth part is devoted to a detailed analysis of the problem.

5. The fifth part is devoted to a detailed analysis of the problem.

6. The sixth part is devoted to a detailed analysis of the problem.

7. The seventh part is devoted to a detailed analysis of the problem.

8. The eighth part is devoted to a detailed analysis of the problem.

9. The ninth part is devoted to a detailed analysis of the problem.

REFERENCES

1. J. Doe, "The first part of the paper is devoted to a general discussion of the problem."

2. J. Doe, "The second part is devoted to a detailed analysis of the problem."

3. J. Doe, "The third part is devoted to a detailed analysis of the problem."

4. J. Doe, "The fourth part is devoted to a detailed analysis of the problem."

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15. J. Doe, "The fifteenth part is devoted to a detailed analysis of the problem."

MOTION PICTURES

The silent and sound motion pictures present the closest representation of reality which can be found outside of direct experience. This medium of instruction is undoubtedly the best that can be used in instances where motion is essential, as to illustrate a process. Motion pictures have also proved to be very effective in molding attitudes,⁴⁸ and in serving to introduce new materials.

Today there is hardly a teacher who is not aware of the value of the moving picture in the social studies class. Horn⁴⁹ has summarized the conclusions of many investigations concerning the value of motion pictures as follows:

1. Motion pictures, like other pictures but to a superior degree, contribute materially to the accuracy, the richness, and the significance of students' concepts. This is particularly true of descriptive aspects. Places, people, events, and processes are made to seem ~~more~~ real.
2. As a consequence, thinking is made more effective, empty verbalism reduced, vocabulary increased, and language made more meaningful.
3. Learning is made more active: the imagination is stimulated; students write more, talk more, carry on more 'projects,' and ask more questions.
4. Interest is more easily aroused and maintained.
5. Voluntary reading is encouraged rather than discouraged.
6. A marked contribution is made to retention.

48 Wesley, op. cit., p. 343.

49 Horn, op. cit., pp. 373-374.

DECLARATION

I, the undersigned, do hereby declare that the foregoing is a true and correct copy of the original as the same appears in the records of the Court of the County of _____ State of _____

Witness my hand and seal of office this _____ day of _____ 19____

County Clerk

I, _____ do hereby certify that the foregoing is a true and correct copy of the original as the same appears in the records of the Court of the County of _____ State of _____

Witness my hand and seal of office this _____ day of _____ 19____

County Clerk

NOTED AND FILED
this _____ day of _____ 19____
at _____
County Clerk

7. Children who are lacking in imagination, low in intelligence, or below the average in reading ability are helped especially.
8. The total desirable results, both direct and indirect, exceed those attained by any other media that were used in teaching the topics chosen for these various experiments.

Many types of motion pictures are available which can be used in the social studies class. There is the process film such as the Eastman instructional film, "Pig Iron to Steel"; dramatic shorts like the "Spirit of the Plains," which are edited from current productions for classroom use; dramatic plays like the Yale Chronicles of America Photoplays; documentary films like "The Plow That Broke the Plains"; and free industrial films. Since some advertising is connected with this latter group their use is prohibited in certain schools. However, as the advertising is often no more than a mere announcement of the company which supplies the film, many teachers are glad to make use of this plentiful supply of really fine motion pictures.

Animated drawings also contain great possibilities for social studies work. Graphs and charts become far more meaningful when pupils can see the processes of their construction. Animated maps are particularly helpful for illustrating historical geography.

It is clear from all literature on the subject that motion pictures must be properly used if their full value is to be attained. The general principles for using visual

aids apply to both silent and sound films. In addition certain other precautions must be taken. The pupils should be aware that the film meets an actual need for information, and that it is being shown as a part of the regular class work. Also the teacher should preview the film if possible, to be sure it is the most appropriate and useful for the unit under discussion, and to be able to plan the necessary activities preceding and following the presentation of the film to the class.

Some teachers are fortunate enough to be able to obtain films through a city or school visual aids center. If this is not the case, the problem of locating and previewing a good film, and having it accessible at the time it is most useful, is one that is fraught with difficulties. Since many films cannot be previewed in advance, and must be ordered several months before they are shown, a good film guide, like the "Educational Film Guide," published by H. W. Wilson Co., New York, is invaluable. An excellent guide to free films is the "Educators Guide to Free Films," published by the Educators Progress Service, Randolph, Wisconsin.

The mechanical details of showing films in the classroom are more difficult than with other forms of projected pictures. The projector is more complicated to operate than the other projectors which have been mentioned. Pupils require careful training to run a silent film projector, and

training plus considerable experience is necessary to show a sound motion picture with pleasing results. Since a regular class period of about forty minutes is hardly long enough to show and adequately discuss the usual ten or fifteen minute film, it is very important that the projector be ready and all preparations be made before the class begins.

The most satisfactory way to use the motion picture is to present it right in the classroom. In this familiar setting the children are more apt to view the film as a teaching supplement and less as a means for entertainment.

It is possible to use a silent picture directly as the basis for a group oral report. Several pupils may point out the important elements in a film as it is shown on the screen, interrupting the picture at various strategic points for more lengthy comments. If a microphone is available for the commentator's use this adds greatly to his importance, and is an added factor in stimulating careful preparation of the report. The students who act as commentators must be able to view the film at least once, and preferably twice, as practice in oral expression is required to coordinate the comments with the film.

This use of the silent film would, of course, not be suited for a dramatic picture as the continuity would suffer with interruption, and the class would be impatient at any distractions from the story. Consequently for this

type of film it is advisable to have all discussion follow the presentation.

It is in the activity before and after the class views the film that its usefulness for the oral report can best be realized. Here one can capitalize on the enthusiasm which children have for seeing a "movie" and direct some of the excitement and energy into the preparation and giving of oral reports.

Before the film is presented comes the preparatory work. Under ideal conditions student reporters preview the film with the teacher, and together write questions to be studied in connection with its showing. From this basis the pupils proceed with their research and prepare their reports for the class. If the film is rented and can be kept only a short time, the teacher must suggest the topics for research. These preliminary reports should heighten the understanding of the film, and make the class aware of a need for the information which the film will supply.

Interesting introductory oral reports include geographical background and map work, information concerning the leading characters and important episodes, and further knowledge concerning the period, peoples or country portrayed. It should be stressed that the general theme of all such preparatory work is to build up anticipation and interest in the film, and reporters should be encouraged to raise questions which the film will answer.

Oral reports serve as an excellent medium for providing activity following the presentation of the moving picture, and may often be useful in pointing the way for later general class work of a similar nature. The first purpose of such activity would be to clarify any doubtful points in the motion picture, and here the field of chronology demands particular attention. It has been shown that moving pictures not only do not help in the teaching of chronology, but actually decrease such learning.⁵⁰ Thus the use of various graphic devices such as the time line would be advisable to emphasize time relationships.

Follow-up reports should also make liberal use of models, diagrams, and all varieties of still pictures. This type of visual material offers opportunities for close study and makes possible thorough analysis, and contrasts and comparisons which are impossible in the moving picture.

Discussion activities, such as the round-table, provide opportunity for oral reports based upon knowledge acquired from the film. Here the group preparing the reports can be assigned questions for discussion before the class sees the motion picture. The type of question which will provoke the most interest is one where the answer is merely implied in the film. After the round-table group have had their planned discussion, the class may be invited to take part.

⁵⁰ Daniel C. Knowlton, and J. Warren Tilton, Motion Pictures in History Teaching (New Haven: Yale University Press, 1929), p. 93.

An unusual and interesting variety of using a motion picture film to improve the oral report is to have films shown which have been made by the teacher or pupils. Historic places nearby or a trip to California are just two examples of endless possibilities of combining travel and social studies. The photography may be inferior to that of the commercial film, but the magic words "I was there," insure the eager interest of the audience.

If the community is the subject of the oral report, a film showing some familiar spots will make even the most tongue-tied pupil fluent, for as he recognizes the familiar settings of his own city on the screen, and identifies the filmed situation with his own personal experiences he feels so at home that his fears depart and his oral expression progresses.

Several important advantages and disadvantages of using the motion picture have already been suggested. A detailed discussion of these would not be suitable for the purposes of this paper. It is sufficient to say that both silent and sound pictures do present a vital means for improving the quality of the oral report and certainly should be used for this purpose when they are available.

THE BLACKBOARD

The blackboard is such a familiar part of the classroom that its use as a visual aid is not always realized. Yet here, conveniently located and immediately available, is a medium which can be employed in every oral report. Wesley⁵¹ lists twenty-two uses which the blackboard provides for teacher and pupil, of which the following should be considered in preparing oral reports:

1. To emphasize a name, word or date.
2. To indicate the spelling of a word.
3. To establish or clarify a relationship.
4. To make a summary.
5. To demonstrate form and arrangement.
6. To draw a map.
7. To draw a cartoon.
8. To construct a graph, diagram, or chart.
9. To make a time line.
10. To show relative locations.
11. To present a list.
12. To demonstrate position, size or shape.

Pupils should make using the blackboard as regular a habit as that of using maps. One good method of establishing the title of a report is to write it on the blackboard. Students often enjoy working in pairs, with one standing

⁵¹ Wesley, op. cit., p. 350.

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Chapter XV. The English Language in the Future	1
Chapter XVI. The English Language in the Past	1
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Chapter XVIII. The English Language in the Future	1
Chapter XIX. The English Language in the Past	1
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Chapter XXVII. The English Language in the Future	1
Chapter XXVIII. The English Language in the Past	1
Chapter XXIX. The English Language in the Present	1
Chapter XXX. The English Language in the Future	1

beside the blackboard during the report, and listing there such items as proper names, unusual words, and dates, as the other uses them in the report. This does not distract attention from the report, but rather focuses attention on it, and at the same time furnishes a helpful basis for note-taking if this is desired.

If diagrams or drawings are simple and can be quickly made, these too may be placed on the board by either the reporter or an assistant while the report is being given. Usually, however, such illustrations should be placed on the board before class, and be covered by a map or hanging until the time comes for the report. Such illustrative work is a valuable type of activity which gives the less verbally gifted student the opportunity to demonstrate abilities that otherwise might remain hidden.

As has already been suggested, maps and pictures may be projected on the blackboard, and traced with chalk, and thus be available for study over an indefinite period. Students should make far greater use of this valuable means for visualizing, clarifying and stimulating interest in the oral report.

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BULLETIN BOARD

Oral reports may often be given centering around an exhibit arranged on the bulletin board. The individual or group giving the report should be encouraged to print or stencil a title, and arrange the display as attractively as possible.

If extra bulletin board space is required, burlap may be used to cover a blackboard, and pictures hung by means of small hooks. Celotex and similar soft materials also can be used to provide a temporary bulletin board which may be hung from hooks or arranged on the chalktray of the blackboard.

The bulletin board should be used in conjunction with the blackboard and other visual materials, providing as its own unique advantage a permanent exhibit which may be studied at leisure.

Once again it must be emphasized that variety in presentation of oral reports is one of the most vital methods of improving them, and that use of such visual aids as the blackboard and bulletin board is an important way of achieving that variety.

GRAPHIC AIDS

Models and pictures provide direct representations of reality. Social studies, however, deal with many abstract facts and relationships which are not objects, and cannot be

CHAPTER I

The first part of the book is devoted to a general survey of the subject. It begins with a definition of the term "philosophy" and then proceeds to a discussion of the various branches of the subject. The author then discusses the history of philosophy and the different schools of thought that have arisen over the centuries.

The second part of the book is devoted to a more detailed examination of the various branches of philosophy. It begins with a discussion of metaphysics, which is the study of the nature of reality. The author then discusses epistemology, which is the study of knowledge. This is followed by a discussion of ethics, which is the study of morality. The author then discusses politics, which is the study of government. Finally, the author discusses aesthetics, which is the study of art.

The third part of the book is devoted to a discussion of the relationship between philosophy and other disciplines. It begins with a discussion of philosophy and science. The author then discusses philosophy and religion. Finally, the author discusses philosophy and literature.

CHAPTER II

The first part of the book is devoted to a general survey of the subject. It begins with a definition of the term "philosophy" and then proceeds to a discussion of the various branches of the subject. The author then discusses the history of philosophy and the different schools of thought that have arisen over the centuries.

directly represented. Such visual devices as maps, cartoons, posters, graphs, charts, and diagrams may be used to objectify these abstractions, provide wider meanings and broader associations, and thus bring about increased comprehension.

Pupils must be taught to read and understand these graphic aids, as well as to use them. A study by Malter⁵² of the ability of children to read conventional diagrammatic symbols reveals that many of the pupils in grades four through seven are unable to interpret such easy symbols as dash lines indicating displacement or movement. Since reading matter today contains many examples of all graphic materials, training in their comprehension and use is an important job of the social studies, and pupils giving oral reports should be urged to use all such materials freely.

Because they are less common than flat pictures the graphic portrayals are sometimes more effective for arousing interest when an oral report is being given. However, a combination of graphic aids with other illustrative material is recommended as providing the greatest amount of clarity, interest and variety.

Exhibiting graphic aids to illustrate the oral report should follow the same suggestions as for visual materials

52 Morton S. Malter, "The Ability of Children to Read Conventionalized Diagrammatic Symbols." Journal of Educational Psychology 39:27, January, 1948.

in general. A combination of the opaque projector, black-board, bulletin board, textbook and large chart provide methods which can be both varied and interesting.

Each type of graphic material has its own particular advantages and limitations, and these will be noted as each is discussed in detail.

GLOBES AND MAPS

Globes and maps provide the best means for gaining an understanding of spatial relationships. By the use of these graphic aids, areas and distances become tangible, and abstract concepts of size and direction are brought into the range of reality. Maps and globes have long been granted a pre-eminent place among instructional devices in the social studies; but as with other tools their use has to be learned, and teachers are aware of their responsibility for making clear the fundamental concept of the earth as a sphere, and the different map projections, each with its peculiar merits and faults. Map symbolism also must be taught, so that cartographic language may be read by the pupils.

The use of a globe or map is possible in nearly every social studies report period, for unlike other visual aids these do not lose their effectiveness through repetition. Children giving oral reports should habitually consider what geographic concepts are included in their topic and how they may best be made more comprehensible to the class. They

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parties hereto and their heirs, assigns and assigns forever.
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be bound by any law or laws of any state or states
which may be enacted or hereafter be enacted which shall
be in conflict with the provisions of this agreement.

ARTICLE II

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should be familiar with all the types of maps which are available in the classroom, including not only the familiar maps on wall or stand, but also pertinent maps contained in reference books such as atlases. They should also be taught how to illustrate their oral reports with several varieties of special maps, thereby contributing interest and stimulation to geographical understanding.

A globe is always an object of interest to pupils, and students giving oral reports can best illustrate many geographic concepts such as world shape and relationship by this means. There is some difficulty, however, in the whole class being able to observe the globe clearly as the report is being given, and this point must be considered when the report is being prepared, and suggestions made for later individual study.

Reference has already been made to maps which can be projected onto the blackboard, or on large sheets of heavy paper, cardboard, or muslin, and then traced in ink and colored. By this means a child giving a report can easily enlarge and use any small map which might be found in his research. Without projection equipment, of course, small maps may be enlarged to any size if the pupils have learned the technique of enlarging by squares.

Slated cloth maps are frequently useful. These are about the size of the average wall map with the states or continents outlined in white. They may be written upon, and

cleaned like an ordinary blackboard, and have the great advantage of being portable. Thus several pupils can move one to a convenient location for work during a study period, and bring it to class already to hang up.

Blackboard outline maps are similar to the slated cloth map in function. The pattern permits the map to be traced on the blackboard when desired. Such a map is not movable once it is traced, nor can its size be varied as can a map made from a projection. Nevertheless if a projector is not available pupils are glad to use such an outline map. Board work is always popular, and the attention of the class keen for something which is different.

Pupils should be encouraged to bring in special maps such as road maps, railroad maps, and decorative maps which might be used directly to illustrate a report, or from which valuable ideas may be gained for creating novel pictorial maps.

Pupil-made maps include product maps, which can be made by sewing or pasting on the proper locations samples or imitations of the products belonging to that area. The articles may be wrapped in cellophane before being glued to the foundation. Large medicine capsules, which are transparent, are convenient for holding specimens such as small grains, coffee or tea.

Relief maps offer another variety of hand-made maps which can accompany the oral report. Here pupils should

outline the contour of the map with pencil or ink on some heavy substance such as wallboard. The map may then be built up with oil clay, papier-mache, plaster of paris thinned out with vinegar, patching plaster, or a mixture of flour and salt.

Pupils can be taught to use, and even to create special maps to indicate statistics or relationships. Comparative wheat production, for example, might be evidenced by bar or dot maps, or by pictorial symbols⁵³ placed on an outline map. By such maps the problem can be more clearly visualized, particularly in the latter type where the symbolism is less abstract, and may be readily identified. This type of map is really a variety of a graph, and symbolism in this connection is discussed under a later topic.

Another form of special map is the electrified map. Here boys who are proficient in woodwork may make maps to show positions of cities, systems of communication, and many other facts by illumination.

Once again it must not be considered that making such maps as the foregoing is merely a revival of handiwork popular in the lower grades, and has little to do with improving oral reports. It would not be recommended, of course, that a product or relief map be made every week. But such illustrative work provides an opportunity for the less orally

⁵³ Pictorial symbols may be purchased from Pictorial Statistics, Inc., 142 Lexington Ave., New York 16, New York.

gifted members in a group to use their talents, it visualizes abstractions in a way all can understand, and above all it stimulates research and adds interest and novelty to an otherwise dull and factual oral report.

Use which is made of maps in an oral report depends upon the importance which geographic concepts play in the topic. If the subject of the report be such a topic as the geographic background of a country, projected maps and several varieties of hand drawn maps should be used, in conjunction with such pictures and diagrams as can be found. For ordinary reports it is probable that one special map combined with other visual aids would be sufficient.

CARTOONS

The type of graphic aid which is perhaps the least abstract and most easily understood, is the cartoon. By this device an idea is expressed in symbolic pictorial form rather than in words. The cartoon may be a single picture, simple in idea and execution, or it may be an elaborate drawing with a wealth of detail. The cartoon makes use of humor in caricature and satire, and of exaggeration, fantasy, grotesquerie and incongruity. Emphasis is on the dramatic elements of a situation, and the appeal lies in the implications rather than a literal interpretation.

Of the cartoon Shaffer⁵⁴ has written that it satisfies two of the fundamental requirements of a social studies curriculum by providing vividness and repetition with variation. The attention is caught and interest aroused by the picture, and the problem already presented in the student's reading by words is repeated in a different media.

The cartoon can also improve the oral report by providing vividness and variety. By the cartoon abstract concepts can be made more concrete, and the chief ideas of the report be graphically and entertainingly repeated. The pupil giving the report gains confidence through realizing the interest of his audience, and through an increased understanding of the subject which interpreting or drawing the cartoon will produce.

A study conducted by Hall⁵⁵ indicates the popularity cartoons have for pupils. It was shown that students prefer the following illustrative materials in the order quoted:

1) the cartoon, 2) the diagram, and 3) the photograph.

It is of interest to the junior high school teacher to note that preference for the cartoon and photograph were greatest with pupils who were youngest in chronological age.

54 Lawrence T. Shaffer, Children's Interpretations of Cartoons, Contributions to Education No. 429 (New York: Teacher's College Columbia, 1930), p. 60.

55 Carrol C. Hall, "High School Science Students Preferences of Illustrative Materials," Educational Screen 20:434, December, 1941.

Shaffer⁵⁶ has pointed out that a majority of children of junior high school age can interpret cartoons "even with no contextual material, no discussion, and no training." As in other representations of the abstract, however, most teachers would expect to give preliminary training in the symbolism, humor and interpretation of cartoons before requiring students to make individual use of them.

After pupils are familiar with the ready-made cartoon it is not too difficult to teach them how to draw their own. It should be apparent that certain standards must be followed. Although the quality of the drawing should be as high as possible both for visual effectiveness and for appreciation, the artistry of the production should be a secondary consideration. The most important factor in the cartoon is the clear portrayal of an idea, and the greatest success is achieved when the story is complete without the aid of explanatory captions, dialogues or balloons. The drawing should be simple, with fussy details avoided. Strong contrasts of black and white are useful, although color may often be used for symbolic as well as visual purposes.

The cartoon uses humor to bring out the most important idea, and pupils should realize that cartoonists proceed upon the principle that nothing will point up a situation or influence people to do something about it, as quickly as well placed ridicule.

56 Shaffer, op. cit., p. 62.

The elements or symbols used in the cartoon should be familiar to the pupils so that the class will grasp the essential idea quickly, without too much explanation by the reporter. It is helpful that all should know that characters may be portrayed by animals, as the Russian bear; by types of human character, as the innocent baby; or by conventionalized figures, as Uncle Sam. It is also important that students know some symbols, such as the dove or the olive branch.

Caricatures should stress the outstanding physical feature of a person, as a firm jaw; long nose, or lack of chin. In this type of drawing particularly, as few lines as possible should be used.

Classes may be encouraged to draw their own cartoons by being shown other good pupil drawn illustrations. Many of these can be found in Knowlton's⁵⁷ excellent little book Making History Graphic. Here are many fine examples of creative work by pupils not only in the form of cartoons, but also diagrams, time lines, charts, graphs and maps. In this book the capacity of pupils of grades seven through eleven to grasp significant details and evaluate these is clearly shown.

Cartoons used to illustrate an oral report may be either originals or reproductions. Each has its own advantages, but for many topics pupils will have to draw

⁵⁷ Knowlton, op. cit.

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their own, as the latter will not be available. As has been remarked before, this creative work provides an excellent incentive and opportunity for the artistic student who prefers drawing to talking.

The cartoon is usually employed to picture one idea or phase of a situation, but it can be used in strip form to actually portray a story where subject matter is rather difficult. This popular device is so familiar to the pupils of today that they will be delighted to produce a variety of their favorite "comic book" or "funny paper." If stick figures be allowed even slow pupils will labor to gain the essential ideas so that they can be properly represented.

The comic strip, whether of individual or group production, can occasionally be presented as a home made movie. Wound on two rollers the strip may be run across an opening in a cardboard box, decorated to represent the stage of a theatre. The accompanying oral reports provide the sound effects or explanation, and this version of the cartoon is received with delight by the class.

Ordinarily for display the cartoon can best be shown on the screen either by the opaque projector or by slides. In this way all the fine points can be easily seen and studied by the class. Should projectors not be available it is helpful to enlarge the cartoon so that it may be clearly visible to all.

It is quite evident that for arousing interest, stimulating thought, and providing variety the cartoon is one of the most valuable adjuncts to the oral report.

POSTERS

The poster has come to be increasingly important in advertising; and children are quite accustomed to having ideas conveyed in this manner. Pupils can readily see that the poster in the classroom serves much the same purpose as the poster in the subway station or the signboard on the highway.

Hoban⁵⁸ defines a poster rather particularly as a composition of bold forms and colors designed to catch immediately the eye of the passerby, hold his attention, and impress on him a story, fact, idea or image that he will remember.... Its force lies in its simplicity and directness, its dynamic of line and color.

By many writers any pictorial material large enough to be seen by the entire class is considered a poster.

The poster catches the attention of the class when an oral report is being given, and graphically portrays and objectifies abstract concepts so that all will comprehend them.

It must be remembered that as with other graphic aids the poster makes use of symbols to portray abstract concepts, and that before pupils are expected to make posters of their

58 Hoban, op. cit., p. 224.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
CHICAGO, ILLINOIS 60637

MEMORANDUM

TO : THE CHAIRMAN, DEPARTMENT OF CHEMISTRY
FROM : [Name]
SUBJECT: [Subject]
[Text of memorandum]

On [Date], [Name] and I conducted an experiment to determine the effect of [Factor] on the rate of reaction of [Reaction]. The results of the experiment are shown in the table below.

The data indicate that the rate of reaction increases with increasing [Factor]. This is consistent with the proposed mechanism of the reaction, which involves the formation of a [Intermediate]. The results of the experiment are in good agreement with the theoretical predictions.

The experiment was conducted under the following conditions: [Conditions]. The results of the experiment are shown in the table below. The data indicate that the rate of reaction increases with increasing [Factor]. This is consistent with the proposed mechanism of the reaction, which involves the formation of a [Intermediate].

own, good posters should be analyzed in class, symbolism discussed and the art of poster-making fully explained.

Pupils should learn to make posters simple and direct, for too much ornamentation is likely to lead to confusion. The dominant idea, which should be almost immediately obvious, can be a pictorial or graphic form, or it may be lettering. There should be strength of line and color, for the poster is designed to carry its message to those at a distance.

Posters may be varied by using actual materials such as copper coins, bits of glass or textiles, in their production. Effective designs can also be made by use of colored pictures and photographic prints. Posters should be made on large sheets of heavy paper, and should be displayed following the same suggestions as those given for displaying pictures.

As with similar types of creative effort, here is an opportunity for the less verbally gifted child to construct something which will dramatically center attention on the oral work, as well as increase its effectiveness. For the slow child who enjoys drawing above all else, ideas for posters may have to be contributed by the teacher or other pupils, but the finished product may well stimulate the slow pupil to do some additional research and obtain explanatory material for the oral report.

If a poster is suggested as one feature of a group oral report, its production can be considered the

responsibility of the entire group. Each can seek for suitable ideas, and look for pictures which might serve as models for part of the design. The group may then pool their ideas and plan the entire poster leaving the final execution to one member; or the entire design as well as execution can be entrusted to one capable and artistic pupil. In any case the student who actually draws the poster realizes fully that his is a decided contribution to the group effort.

Sometimes pupils are fortunate enough to find ready made posters which can be used in the social studies class. Advertising posters from travel agencies and food companies fairly frequently can be found which are useful in geography topics. World War posters are still available and can be used effectively in reports on that subject. The ready made poster may not fit the topic so exactly nor have the inspirational value of one which is pupil drawn, but it is nevertheless a colorful and striking means of focussing attention on the oral report, and contributing to its interest.

Occasionally large wrapping paper murals can be used to illustrate an oral report. These can be made on large sheets of wrapping paper, or on the back of wall paper, with the use of charcoal or colored chalk.

It may be suggested that posters and murals belong in the art class rather than in the social studies class, and to some extent this is true. With certain groups a

teacher of social studies would not feel justified in spending the time or effort which would be required for use of either. Nevertheless, when the social studies class contains artistically gifted children, both the poster and mural offer examples of the much desired variety and interest that can go so far in improving oral reports.

GRAPHS

The graph is a means for representing quantitative data objectively. By its use statistical information may be represented in a simple and interesting form, and important facts, relationships, and generalizations made clear.

Pupils giving oral reports should be reminded of the different types of graphs so that they can choose the one best suited to their particular report. They should be encouraged to make frequent use of this means of gaining attention for and understanding of otherwise dry and uninteresting facts. For this purpose training in graph construction is required. This training would generally be considered a part of regular social studies teaching, but certainly the oral report would greatly benefit as a result of it.

Studies made by Thomas⁵⁹ show that picture graphs,

⁵⁹ Katheryne C. Thomas, "The Ability of Children to Interpret Graphs," Teaching of Geography (Thirty-second Yearbook of the National Society for the Study of Education, 1933) p. 492.

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circle graphs and two dimensional diagrams are easiest for pupils to read, and that line graphs are the most difficult.

LINEGRAPHS

The line graph is the most accurate type of graph, but the difficulty of comprehension lies in the fact that it is the most abstract form of graph. Its frequent use, however, demands that pupils be trained to understand it, and once this is accomplished pupil constructed graphs are not too difficult to make.

Line graphs consist of a line connecting a series of points whose positions above the base and to the right of the left margin indicate comparative values.⁶⁰ Actually such a graph is usually a curve, as it is seldom drawn straight, even from point to point. Ordinarily one side represents the time factor and the other the quantity or magnitude of the facts pictured. Comparisons can be made by plotting two lines, and the spaces between the lines may be colored or shaded. These graphs are most easily drawn on paper where a series of horizontal and vertical lines are equidistantly spaced, as on graph paper.

BAR GRAPHS

Bar graphs consist of a series of bars or parallel rectangles for the purpose of showing comparative data.

⁶⁰ Wesley, op. cit., p. 361.

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The bars may be horizontal or vertical. They should be of equal width and not too close together, and drawn on either graph paper, or paper that has a few horizontal lines to indicate the required series of figures. Bar graphs are easy to read, as comparisons may be seen at a glance.

A combination of the line and bar graph can show two or more developments.

CIRCLE GRAPH

The circle or pie graph is particularly popular for showing the story of income or expenditures. In this graph the circle is usually divided into sectors according to a percentage division. Quantities of the parts are visually related to the sum of the whole, which makes this graph very easy to read. Comparisons are difficult if more than one circle is used; hence it is best to employ contrasting colors, shading, dots or crosshatching to indicate relationships within one circle. This type of graph is easy to reproduce, and with a protractor these graphs can be made by the pupil.

SQUARES AND SIMPLE AREAS

Squares and rectangles are useful graphs to show comparative quantities. Squares may be shown in a series or superimposed upon the largest unit. Where two separate figures are drawn the actual ratios are difficult to judge, and wrong or incomplete concepts may result.

PICTOGRAPHS

The pictograph or pictogram represents comparisons by the use of symbols. This graph is the most interesting and easiest to read. Statistics are indicated by self-explanatory symbols or pictorial units. Instead of showing smaller or larger figures the pictograph uses fewer or more identical sized symbols. Modley⁶¹ states that a symbol is "good" when it

recalls to the mind of the observer an image of the object for which it stands with speed and clarity.... The type of symbol which has proved most practical is a type freed from all the imitations of naturalistic drawing -- most symbols are modified silhouettes of somewhat abstract character.

Modern textbooks and atlases frequently use pictograms, and as in the pictomap, students delight in making them. Certain general suggestions should be noted: as few symbols per line as possible should be used; changes which involve too small or too large a numerical figure cannot be shown; and fractions of less than half a symbol should be avoided. Pictorial units may be photographs cut from magazines, mail order catalogs and other sources, if enough duplicates can be found; or they may be purchased.

Ideas for pictograms and charts may be derived from

61 Rudolph Modley, "Maps, Charts, Graphs and Pictures as Aids in Economic Education," Eleventh Yearbook (National Council for The Social Studies, 1940), p. 126.

the following is a summary of the results of the
investigation. The first part of the report
describes the methods used in the study. The second
part describes the results of the study. The third
part discusses the implications of the results.

The results of the study show that the
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The results of the study show that the
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results of the study are as follows:

reports to stockholders of big industrial concerns.⁶²
 Pupils should be encouraged to bring these to class, so that a collection is available for a group who wishes to make original use of pictorial statistics.

CHARTS OR DIAGRAMS

The word "chart" is a general term which is loosely used to describe all graphic devices including maps, graphs, tables, diagrams and cartoons. Here it is interpreted to mean classification charts such as the table chart, the stream or tree chart, the organization or "flow chart," and all other diagrams which show arrangements and relations.

THE TABLE CHART

The tabular chart is for formal classification. An example is the chronological chart where certain events, such as presidential elections, or important inventions, are listed in sequence by dates. A chart showing arguments for or against a certain proposal is another example of the table chart. Pupils find such a table extremely simple to make, but rather uninteresting unless pictures, color, arrows and other illustrative features are added. Time lines and other methods of portraying chronology are considered in a later section.

⁶² Teachers interested in seeing examples of many varieties, and original combinations of different types of graphs, can find these in Modern Corporate Reports to Stockholders, Employees and the Public, (Lillian Doris), (New York, Prentice-Hall, 1948).

The present condition of the country is such that it is impossible to find any one who is not a member of the party. The only way to escape this is to go to the country and live with the people. This is the only way to know the truth.

THE FUTURE

The future of the country is in the hands of the people. It is not in the hands of the government or the army. The people must take the initiative and lead the country. They must not be led by others. They must be the leaders.

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STREAM AND TREE CHARTS

The "tree" chart shows growth or development of an idea or a process by starting from a broad base and branching out in many directions. The "stream" chart, on the other hand, shows small tributaries or sources finally uniting into one single stream. The tree chart is well suited to show such facts as the results of an important invention, and the stream chart to indicate many causes finally resulting in a war.

ORGANIZATION OR FLOW CHART

The flow chart is a diagram showing a process of organization or construction. Here the elements of the organization are shown in their functional relationships, so that each may be understood in relation to the others. It may also show progress or development, as the progress of a bill in becoming a law. This type of chart may be made in geometrical form with the units of printed or pictorial explanations linked by lines and arrows indicating direction of flow or system of organization. Because of its nature the flow chart is an excellent means of summarizing material, and can be used to advantage at the end of an oral report or for a final report in a unit.

TIME LINES

The time line is a line where events are drawn to scale, thus indicating time relationships and giving a visual picture of the chronology of a period. This type of graph or chart is deserving of special consideration because of the importance and difficulty of developing time concepts and a sense of historical perspective.

Since the time element must be taught in order to provide an adequate understanding of events studied, this problem must be faced in connection with oral reports. Such reports frequently come towards the end of the unit, and thus they present an opportunity to provide a perspective of the whole period. By combining repetition of important dates with rich associations, through such a device as the time line, pupils giving oral reports can at the same time add an interesting variant to the illustrative material used, and gain stimulation for improved work through feeling the importance of their part in the vital task of developing time concepts.

Time lines used in oral reports should tie in with the class work. Often a class will develop a time line by degrees throughout the year, showing all the important events covered. In such a case the job of the individual or group giving an oral report would be to produce an original variety of the class line. This could be done with

the use of animated dates, pictures, or color; or by making a line showing the development in detail of one phase of the period studied. Such special phases would include famous inventions, great literary figures, or events in different parts of the world at the same time. Should there not be a class time line in progress, the task of pupils giving oral reports would be to show as clearly as possible the basic dates, with original variations a secondary consideration.

Chase⁶³ has suggested five different ways in which time lines may be constructed. They may be placed on the blackboard. They may be drawn on sheets of paper long enough to run the length of the longest blank space in the room. They may be made on smaller sheets that, fitted together, will make a long time line when put up with thumb tacks; a method which allows different pupils to work on various portions of the line, which is advantageous where a group is responsible. Separate lines may be constructed by individual children. Finally, an actual rope or line may be used, with tags or clothes pins labeled and attached at proper intervals.

In constructing time lines children delight in working out variations of their own. They should be warned against too much decoration lest the time relationship values be

63 W. Linwood Chase, Teaching Time and Place Relationships in Elementary School History (New York: Published by the author, 1935), p. 35.

obscured, and to avoid filling the line with unimportant events for the same reason.

Time sequences can also be shown by charts and cartoons, instead of, or in addition to, the time line.

To conclude the discussion of graphic aids it can be stated that for making abstractions concrete, and dull facts interesting, the oral report can employ no better means than one or more of these graphic devices.

AUDIO AIDS

Much has been said and written concerning the value of audio aids in the classroom. Of the controversy concerning "eye versus ear" learning Lazarsfeld⁶⁴ has pointed out that

for every study which shows that the ear is more receptive, another study can be quoted which attributes the same advantages to the eye. The truth seems to be that the physiological means of perception is of itself of only small importance in the communication of ideas; what counts is the situation in which the communication occurs -- the reading and listening habits of the respondent and the character of the subject matter in question.

Regardless of this controversy, or the truth of the statement just quoted, the audio aids do help to improve the quality of the oral report. For this purpose they can provide stimulation for added research, an interesting and unusual source of gaining information, inspiration as a model or form to be copied, a highly desirable means of

⁶⁴ Paul F. Lazarsfeld, Radio and the Printed Page (New York, Duell, Sloan and Pearce, 1940), p. 199.

speech correction, and in some cases an actual medium of presentation.

These aids would include the radio, recordings, wire recorders, the sound motion picture and television. Since the sound film is primarily visual and has been so treated in this paper, it is not discussed again from the point of view of sound.

For use of audio aids in class certain general principles should be observed.⁶⁵

1. Material should be selected which is appropriate in content and production for the maturity level of the audience.
2. Teachers and pupils should know how to use record-playing equipment in such a way as to secure the best quality of presentation.
3. Students should be given preparation for the listening experience, so that they look forward to it eagerly and are ready to obtain the maximum gain from it.
4. Follow-up activities should be provided.

RADIO

Among the audio aids the radio most certainly plays the largest part in the pupil's life. It is estimated that

⁶⁵ Alice Wood Manchester and Hazel L. Gibbony, "Recordings and Their Place in the Social Studies," in William H. Hartley ed.), Audio-Visual Materials and Methods in the Social Studies, (Eighteenth Yearbook of the National Council for the Social Studies, Washington, D. C.: The Council, 1947), p. 188.

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actions of his government and to participate in the

process of government.

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children listen to the radio for at least two and a half hours a day,⁶⁶ and it is frequently possible to use this interest to benefit social studies work in general, and the oral report in particular.

Horn,⁶⁷ in summarizing much research and experimentation on radio has written that "in general the radio should not be used for presentation of information if the same information, equally well organized and adapted to the students, is available in printed form."

From this it would seem that the radio may serve the oral report chiefly as a means for providing inspiration, variety, and motivation. Perhaps the greatest usefulness which the radio can provide to improve the oral report is to serve as a model for pupils to copy. Mention has already been made of dramatization and various discussion forms which can be given in the classroom using a real or dummy microphone, or broadcast from the next room. The carry over of radio appeal and pleasure tends to provide glamor for this form of oral report, and create such interest and incentive as to make the reports astonishingly successful.

The alert teacher and pupils can find many types of radio programs which can be adapted to the oral report

66 William B. Levenson, "Radio as a Teaching Tool," Audio-Visual Materials and Methods in the Social Studies, in William H. Hartley, ed., (Eighteenth Yearbook of the National Council for the Social Studies. Washington, D. C.: The Council, 1947), p. 171

67 Horn, op. cit., p. 333.

besides those just mentioned. Newscasters with various styles, quiz programs, Telotest, and many others can be used successfully in the social studies class to provide both variety and interest.

To some few communities the local radio offers a chance for actual broadcasting, and here assuredly is the perfect motivation for the most excellent of oral reports. Small local stations often provide an opportunity for a class to go on the air. Groups which are preparing to broadcast such a program as a "Junior Town Meeting," or a special program on matters of local interest, will be stimulated to do extra research, give careful consideration to their manner of delivery, and be willing to rehearse until they are letter perfect.

For the child who is a slow reader, occasionally the radio can serve as a source of material for oral reports. Children who would have to be driven to read one extra word on Alexander the Great, will eagerly listen to the radio programs on his life presented by C. B. S. entitled "You are There." Here, in dramatic form, is valuable additional material on this great historical character. Should the presentation of his life be the object of a group oral report, and the radio program assigned as one source of information, the group can listen to the program and take notes to be used as a basis for the report. In some cases this would be the chief preparation, but often when the report is being

prepared it will be discovered that certain vital facts are lacking, and consequently further reading and research is needed. In either case the inspiration of the radio drama will provide motivation not only for better preparation, but also for more dramatic presentation. Such programs as "Cavalcade of America," "Invitation to Learning," and the "March of Time" are also rich sources of such material.

It may well be that good radio programs do not correspond with the social studies curriculum schedule, and cannot be used for this reason. Occasionally, however, either the time schedule of the course can be altered, or the broadcast be transcribed for later use, so that these valuable programs may be used when they are fresh in the minds of their audience. Nevertheless, so vivid and effective is the radio, that inspiration from such a program will carry over for several weeks, and be somewhat useful, even several months later.

It is thus evident that the radio, whether serving as a means for actual broadcasting or for providing motivation and variety, offers an important medium for improving the quality of the oral report.

RECORDINGS

For actual use in the classroom, recordings are probably the most valuable of the audio aids. Direct radio programs must be used when they are broadcast, but if

transcribed they may be used at a time and in a manner best suited to regular classroom work.

Radio transcriptions usually rotate at $33\frac{1}{3}$ times per minute, or rpm, and phonograph records ordinarily rotate at 78 rpm. Many radio transcriptions will provide a half hour program on one record, as a 16-inch transcription will carry fifteen minutes of a program on one side of the record at $33\frac{1}{3}$ rpm. Other radio programs are transcribed on three double faced 12-inch discs which play at 78 rpm.

Schools with recording apparatus often make instantaneous recordings of radio programs, which can be played back immediately after they are made. These may be stored and used as regular phonograph records. However they lack the excellent quality of commercial transcriptions.

Recordings can be used to vitalize and add interest to the oral report. The use of music in the sound film has given ample proof of the power of music to stir the emotions, and appropriate music played in connection with oral reports goes far to put pupils in a frame of mind to grasp and appreciate more fully some of the underlying problems and emotions of the periods studied.

Tyrrell⁶⁸ has written that music through phonograph recordings offers great enrichment to the social studies class and variety to the oral report.

68 William G. Tyrrell, "Musical Recordings for American History: I From Colonization Through the Civil War," Social Education 12:213, May, 1948.

THE UNIVERSITY OF CHICAGO

THE DIVISION OF THE PHYSICAL SCIENCES

DEPARTMENT OF CHEMISTRY

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There are harmonized psalms of Puritan New England, musical broadsides of the Revolutionary period, lusty and lonesome tunes sung along the ever expanding frontier, and rolling rhythms performed by seamen in the clipper ship era. There are songs to describe life on the canals and the rivers and to extol the mighty railroad lines. Forty-niners had tunes to express their peculiarities and activities, and during the Civil War patriotic appeals and lamentable verses appeared in profusion. The cowboys of the cattle country, the plantation workers in the cotton fields or canebrakes, the shanty-boys of the timber lands, and the miners of Pennsylvania have all made contribution to the musical history of the United States.

Students delight in something different; they enjoy music, and they eagerly look forward to "reports with music." It is wise for the teacher to explain a bit about the musical records, perhaps the day before they are played, but the real explanation can come in the report. To discover how songs like these were originally sung gives a fine motive for research, and the interest of the class in the report is far keener after the music is heard. Thus music with oral reports stimulates the preparation, improves the presentation, and ensures a more favorable audience reception.

Musical recordings are not the only type of recording possible for providing background and interest to the oral report. Records can be obtained which enable pupils to hear the voices of such presidents as Theodore Roosevelt, Taft, and Franklin D. Roosevelt. Hearing the actual voice and words of these men undoubtedly gives a sense of reality to their

personalities and to the period in which they lived.

Dramatic recordings which portray the stories of frontier fighters,⁶⁹ and other phases of American history can also be used in connection with oral reports. Recordings of this type can be employed to set the stage for a series of oral reports of the same period, which capitalize on the interest and emotions aroused by the records; or the reports can be in the nature of a follow-up activity, and be the preliminary to further class discussion and investigation of the record program.

Transcribed radio recordings can be used with the oral report according to the suggestions previously submitted for the radio, and for phonographic recordings.

It is important to stress that the use of recordings must be combined with supplementary reading and the employment of visual aids. A study by Rulon⁷⁰ has shown that the use of phonographic recordings alone do not show superior results in

teaching informational material over study of printed material, and that in terms of motivation for the study of supplementary reading material there appears to be no difference between a subject-matter presentation employing phonographic recordings and a method employing printed material.

69 An excellent selected list of recordings is included in the article "Recordings and Their Place in the Social Studies," Manchester and Gibbony, op. cit., pp. 189-195.

70 Philip J. Rulon, and others, "A Comparison of Phonographic Recordings with Printed Material in Terms of Knowledge gained Through Their Use Alone," Harvard Educational Review 13:63, March, 1943.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
JANUARY 1961
TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES
OF THE UNIVERSITY OF CHICAGO
FROM THE DEPARTMENT OF CHEMISTRY
SUBJECT: A REPORT ON THE PROGRESS OF THE
RESEARCH PROGRAM IN THE DEPARTMENT OF CHEMISTRY
DURING THE YEAR 1960
The Department of Chemistry at the University of Chicago has been
fortunate to have a very successful year in 1960. The research
program in the department has been carried out in a most
productive manner, and the results of the work have been
published in a number of papers. The following is a summary
of the work done in the department during the year 1960.
The research program in the department has been carried out
in a most productive manner, and the results of the work
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in a most productive manner, and the results of the work
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a summary of the work done in the department during the year
1960.

Thus while recordings are valuable in contributing to the variety and emotional understanding of oral reports, it would not seem wise to make extensive use of them for the purpose of teaching facts.

RECORDERS

Mention has already been made of that important audio aid, the recorder, both as a means of improving speech and as a method of preserving valuable oral material for later or permanent use.

Wire and tape recorders will take recordings up to sixty minutes in length. If a permanent record is not desired erasing is accomplished by recording over the previously transcribed material, and thus the same reel may be used many times. The wire reels are small and easily stored. Tape reels are somewhat larger, but they are both considerably smaller than a ten-inch phonograph record.

There are three types of recorders,⁷¹ all of which work on much the same principle, and all of which can be operated by a pupil in the classroom. The operation requires expert training and practice under careful supervision, however, as except in the cartridge type recorder, the wires are easily broken, and time is lost repairing careless damage which impairs the quality of the recordings.

⁷¹ Herbert B. Gooden, "Magnetic Recorders in the Social Studies," The Social Studies. 39:248, October, 1948.

It is a very common mistake to suppose that the only way to get the best of a bad bargain is to get out of it as soon as possible. This is not always true. Sometimes it is better to stay in the bargain for a while longer, especially if the price is falling.

THE CASE

There is a very good reason why it is often better to stay in a bad bargain for a while longer. This is because the price of many goods is falling all the time. If you buy a good at a high price, and then the price falls, you will be better off if you wait to sell it than if you sell it at once. This is especially true if the price is falling very fast. In such a case, it is often better to wait until the price has fallen a little more before selling. This is because the price will be lower when you sell it, and you will get more for it. This is the case with many goods, especially those which are in demand. If you buy a good at a high price, and then the price falls, you will be better off if you wait to sell it than if you sell it at once. This is especially true if the price is falling very fast. In such a case, it is often better to wait until the price has fallen a little more before selling. This is because the price will be lower when you sell it, and you will get more for it.

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As has been suggested, oral reports of individuals or groups can be recorded and played back for criticism by the reporters and the class. Not only is this procedure of value from the point of view of speech improvement, but it is also an excellent motivating factor, as all pupils delight in hearing their own voices.

Elaborate oral reports with sound effects can be recorded, and presented to the class in transcribed form. As in preparation of a radio program this provides the keenest incentive for a report which will excel in every way. Like the radio, however, it requires considerable practice, as the program should go off smoothly when it is being recorded.

Almost any type of oral report can be recorded in this manner, but it must be remembered that the novelty will wear off after a time, and for this reason recording should not be overdone.

Jensen⁷² has suggested three uses of the recorder in the social studies classroom, all of which can be used to improve the oral report. The first suggestion is to record a panel discussion with the class questions at the end, and play the recording the following day for class evaluation. The second suggestion is to conduct an oral examination over the recorder. Here the time chosen would be at the end of

72 Grant W. Jensen, "The Recorder in the Social Studies Classroom," Social Studies 38:304, November, 1947.

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the unit, and after rather intensive discussion and preparation. In the recording period the class members would draw topics for discussion at random, and then be given five minutes to assemble and organize information for a short oral talk. The reports can then be played back and evaluated by the class. The third suggested use of the wire recorder is a quiz program. Here a unit can be developed by having members of the class prepare and give selected topics, with the understanding that the entire class would be responsible for significant material included in all the reports, and in other assigned reading. After all the reports are completed, and one day spent in review, the pupils may be asked to hand in five questions each on this material. Two students may aid the teacher in editing the questions. The following day the class may elect a chairman, and hold a quiz program which may be recorded. The entire class eagerly will take part in the program, as each pupil is anxious to hear his own voice when the recording is played back.

Thus it is clear that for motivation as well as speech improvement, the recorder provides an effective instrument for improving the oral report.

TELEVISION

Television combines the magic of radio sound, with the reality of the visual portrayal. Next to actually being

present at an occasion, the television program provides the nearest approach to reality that can be provided in the classroom. Here is no representation with its cautions and drawbacks, but rather here is the actual scene, taking place as you watch.

Largely because of the small screens, and the present limited programs, the medium of television in the classroom is chiefly a matter of the future. But even today, with the limited sized television screens, pupils are anxious to be permitted to watch a presidential inaugural or the opening of Congress.

One indication of the possibilities that television offers to the future social studies class is the excellent way in which the national presidential nominating conventions of 1948 were televised. Here, by means of interviews and explanations, the story was unfolded in a fashion far more complete than either the newspaper accounts or the newsreel pictures.

Tyrrell⁷³ in writing of the televising of such programs as "America's Town Meeting," W. J. Z., T. V. N. Y. C. or "The Court of Current Issues," W. A. B. C., N. Y. C. has said "In this type of program, visual pattern with the use of charts, maps and other teaching aids, enhances the liveliness of the program and expands the learning process."

⁷³ William G. Tyrrell, "Television in the Social Studies," Social Education 13:25, January, 1949.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It contains a statement of the President's views on the state of the Union and the course of action which he proposes to pursue.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It contains a statement of the financial condition of the United States and the measures which have been taken to meet the public debt.

3. The third part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It contains a statement of the land and mineral resources of the United States and the measures which have been taken to develop them.

4. The fourth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It contains a statement of the naval forces of the United States and the measures which have been taken to strengthen them.

5. The fifth part of the document is a report from the Secretary of the War, dated January 1, 1861. It contains a statement of the military forces of the United States and the measures which have been taken to improve them.

From this it would appear that television does now offer, and will in the future offer still more, to benefit and add variety to the oral report.

When programs can be tied in with the regular classroom work, television offers a medium for acquiring information for an oral report which has great appeal to the poor or slow reader. Here is an opportunity for seeing and hearing the story so dramatically presented that it requires very little effort to prepare an oral report based upon it.

Travelogue films and short films on historical subjects also are now televised, and these may provide material or the occasion for an interesting oral report.

There is no reason why oral reports based upon oral listening should not be as effective as those based upon reading. Taking notes, however, would be a requirement for the success of these reports, and this would be distracting to attempt during a television program. Notes on such a program would have to be jotted down at the end of the program, which might require special training. The results, however, would probably justify the effort.

Regardless of what the future holds for television and the social studies class, it is fair to say right now that television programs of today can offer both motivation and inspiration to improve the oral report.

NEED FOR FURTHER RESEARCH

In conclusion, it may be said that much experimental research is needed on the subject of oral reports. Standard tests will have to be developed to measure improvement of the actual factors involved in presenting the report.

Speech is, for example, a basic skill used in making oral reports, yet there is no scientific criterion whereby speech improvement in the oral report can be measured. When such standards are established, then more specific methods or lessons can be developed whereby the technique of giving the report might be improved.

Experimentation is needed to determine whether use of an analysis chart improves the oral report, and to answer such questions as: Does its use make attention more keen? Are facts learned better because of increased attention? Does the presentation of the report improve?

Experimentation and research are also necessary to determine whether any relationship exists between the reading ability of pupils in the junior high school, and their ability to give an oral report on this reading.

Another need for experimentation is in the field of audience participation. In what activities connected with oral reports can the class engage, that will make the report period truly a learning experience for all pupils?

DECLARATION OF INDEPENDENCE

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly, we have suffered the longest continuance of a Government under a King, whose character is so clearly marked with every badge of tyranny, that your pain and anguish, and your indignation at this time, are the just and natural consequences of its long abuse. — That the King has refused his assent to Laws most wholesome and necessary for the public Good. — That he has forbidden his Governors to pass Acts of the most urgent and important Nature, unless they shall first obtain his assent, and thus to oblige us in all our Actions, to obey the Will of a Man whose Character is so clearly marked with every badge of tyranny, that your pain and anguish, and your indignation at this time, are the just and natural consequences of its long abuse. — That he has refused to assent to Acts of the most urgent and important Nature, unless they shall first obtain his assent, and thus to oblige us in all our Actions, to obey the Will of a Man whose Character is so clearly marked with every badge of tyranny, that your pain and anguish, and your indignation at this time, are the just and natural consequences of its long abuse. — That he has refused to assent to Acts of the most urgent and important Nature, unless they shall first obtain his assent, and thus to oblige us in all our Actions, to obey the Will of a Man whose Character is so clearly marked with every badge of tyranny, that your pain and anguish, and your indignation at this time, are the just and natural consequences of its long abuse.

It would be helpful also to know how much provision for making oral reports is included in the Social Studies textbooks.

Finally, experimentation is needed to determine how much audio-visual aids actually contribute to the oral report, and which ones produce the most factual learning.

As the research on this topic progressed it became evident that the greatest essential to improve oral reports is a handbook providing pupils with the same type of practical suggestions which Chapter II of this paper has provided for teachers. Students should be able to turn to such a book to find specific suggestions for improving the preparation and delivery of oral reports; they should be able to find listed and fully explained the various forms of dramatization and group discussion; and finally they should be able to find exact directions for the production or use of all visual-auditory materials.

The suggestions which have been made in this paper have been based upon research which was not specifically connected with giving oral reports. Lacking the validity which scientific experimentation would supply, they are, nevertheless, based upon practical classroom experience of teachers recognized as leaders in their profession. The suggestions selected for discussion were those which seemed most adaptable to the ordinary classroom. It is hoped that teachers of social studies will find them useful.

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